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ABSTRACT

The source document is intended to inform college and university faculty and administrators about the kinds of accelerated courses and programs currently offered in the United States and Canada. Data were drawn primarily from a survey of 424 schools, 217 of which were using accelerated courses and programs at the time. Contents of the document include: an overview of survey results and the questionnaire used; an introduction to the philosophy and strategy of accelerated courses; a reprint of "Teaching on Weekends" (James R. East), an overview of weekend courses; notes on the history, development, and implementation of accelerated courses at Pima Community College (Arizona); a general discussion of survey responses, including comments on the advantages and disadvantages of accelerated courses and learning; a directory of two- and four-year accredited postsecondary institutions offering accelerated courses; a comparison of student outcomes in two similar courses, one taught in the accelerated mode over two consecutive weekends and one taught traditionally over 16 weeks; statistical analysis of the survey data; a review of recent literature on accelerated courses, programs, and learning; and a geographic listing of the two- and four-year schools selected for the survey. (An annotated bibliography contains 79 references.) (MSE)

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A Source Document on
ACCELERATED
Courses and Programs at Accredited Two & Four Year Colleges and Universities

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

By Robert O. Nixon

Includes:

"The Weekend College"

by James R. East, Ph.D.

Dean, Weekend College
Indiana University and Purdue University
at Indianapolis (IUPUI)

and

A Review of Accelerated Curriculum Literature at Post Secondary Schools

by Francine Trotter, Ph.D.

HE 027 412

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A SOURCE DOCUMENT ON ACCELERATED COURSES & PROGRAMS

Course # NA
PIMA COMMUNITY COLLEGE
Instructor: BOB NIXON

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Preface

The purpose of this book is to show faculty and administrators what many two-year and four-year post secondary schools are doing using accelerated learning.

Accelerated learning is not new. Numerous institutions have been practicing it for many years. Today, due to continuous student and organization requests, it can no longer be ignored by faculty and administrators. Since most colleges accelerate their summer sessions, it would seem logical they would accelerate a few of their Fall and Spring courses as well. The failure to accomplish this in the past by schools (not all) could be the subject of infinite research.

This book, however, is not aimed at what has not been done or why it has not, but what specifically is being done today.

My teaching experience covers over 40 years in both traditional and non-traditional environments. In those years, I have found very few teachers or administrators who did not embrace innovation to improve learning, especially at Pima Community College in Tucson, Arizona.

The idea for this source document began at an Indiana University-Purdue University at Indianapolis (IUPUI) workshop I attended in 1993. This workshop on Teaching on Weekends, in Shopping Centers and by Television was conducted by James R. East, Dean of the Weekend College at IUPUI. The knowledge gained from innovative learning methods presented by educators from the attending two and four year schools was invaluable.

Dean East's book Teaching on Weekends, in Shopping Centers and by Television, the 3rd Edition, released in January of 1994, which inventories 71 shopping center programs, 528 weekend programs, and 370 programs offering telecourses, became a point of departure for this study.

To quote Dean East, "From all indications, teaching on weekends in shopping centers and by television is gaining in popularity as more and more colleges and universities adapt to meet the needs of adult learners."

I strongly suggest that all who are interested contact IUPUI Bookstore, 1830 W. 16th Street, Indianapolis, Indiana 46202, telephone (317) 274-7874 for a copy of the 3rd Edition.

Dean East's inspiration led me to begin serious research on accelerated courses and programs for not only the adult learner but for all post secondary students.

At Pima Community College (PCC) District in the Spring semester of 1993, 750 students were enrolled in 58 accelerated weekend courses, and 3,132 were enrolled in 234 regular weekend courses. At that time, PCC had 32 courses on television.

I would like to acknowledge the many people who assisted and encouraged me over the past 15 years to develop, implement, and continue the accelerated Weekend College and the research connected with this study: Administrator Carol Gorsuch, Vice Chancellor of PCC District; Graham Smart, President, West Campus; Kathleen Assar, Vice President, West Campus; Dean Angela Zerdavies, Desert Vista Campus; Associate Deans Mike Curry and Chuck Wachsman, West Campus. I am especially indebted to the late George Porter, my close friend and colleague, who was instrumental, along with our Business Advisory Council, for laying the seed and establishing the bonafide need for accelerated courses. I am sincerely grateful to Beth Doyle for her assistance, initiative, and creativity in helping me put this book together. Also, I am especially appreciative of Elsa Martinez and Kenia Rojas for their monumental effort in gathering and inputting data for this study, and to my friend and technical expert, Mark Klinger for the statisical analysis of the information gathered, I am forever indebted. My very special thanks go to my colleague, Francine Trotter, who has helped with suggestions and inputting her review of accelerated curriculum literature in Section 9. Last, but certainly not least, I thank my good friend Frances Holt for her sympathetic ear, her patience, and her critical thinking skills regarding this almost endless project.

Finally, I would like to thank the countless students who requested that we accelerate their academic studies because the traditional educational system did not meet their work or family schedules. Their requests that we continue to offer more traditional and contemporary courses in an accelerated mode is our driving force. We have been moving slowly ahead in meeting the new needs of our students. It is to be hoped that this study will help to increase the momentum.

Robert Nixon
Tucson, Arizona
March, 1996

SECTION 1
About This Book

You can use this source document for ideas and examples of accelerated courses or programs that are being used at this time. The ideas, examples, and mentioned schools are not meant to be the only schools using accelerated learning. They are, however, the 217 traditional two and four year post secondary institutions that responded to the survey, a copy of which is included in this section.

A total of 916 schools were selected at random and received the survey, with 424 surveys returned. Of these, 217 reported they did use accelerated courses and programs. These schools are listed by state in Section 6. Two hundred and seven (207) surveys reported that they did not use accelerated courses. Of these responses, 30 were considering adoption and desired more information on the subject. Only one school surveyed reported that they had used accelerated courses and discontinued them, no reason given.

Based on this sample (916) of the total population which is over 3700 two and four year schools in Canada and the United States, it is safe to say that almost half of the total schools are using some type of accelerated courses or are considering them to meet the student needs. Statistical details of surveyed data is displayed in Section 8.

Section 2 is a brief introduction to accelerated courses.

Section 3 is a reprint of Dean James R. East's "Teaching on Weekends" section of his book Teaching on Weekends, in Shopping Centers, and by Television, the 3rd Edition. James R. East is the Dean of the Weekend College of Indiana University-Purdue University at Indianapolis and the inspiration behind this study. This section gives the reader a solid foundation of Weekend College history, various structures, curriculum planning for a weekend college, and a few samples of weekend programs. Since Dean East is the true pioneer in this area and directs the largest weekend college in the United States, it seems appropriate that the reader of this document should obtain the information from the primary source, rather than an abstract of the main points.

Section 4 will provide the reader with the history, development, and implementation of accelerated courses at Pima Community College (PC). Details regarding how the courses are selected, structured, and taught by the various disciplines will be explained, as well as, how the instructors prepare the student and the material for their respective courses. Samples of course outlines of accelerated courses are displayed in this section.

Section 5 is a general discussion of the information reported by the responding schools, including comments. This section gives the pros and cons of accelerated courses and learning as determined from the primary data received from the responding schools.

Section 6 is a directory of the two and four year accredited post secondary institutions, arranged by state, which stated they use accelerated courses and programs during the normal Fall, Spring, and Summer sessions. The data in this section has been taken from respondents surveys.

Section 7 is a comparison of student outcome between a course taught in the accelerated mode over two non-consecutive weekends in four days and the same course taught over the traditional 16 weeks at two days per week. This comparison was not designed to be a true scientific experiment. The same course was delivered in both modes over a number of years and the student outcomes are interesting to note. The age spread of each section was approximately the same as it is in most of the college's upper-level management courses. Also, almost all of the students, daytime or weekend, are employed with the average student age being 29 to 30 years. Other statistical variances will be explained in this section.

Section 8 includes the statistical analysis of the data reported by over 200 institutions involved in accelerated learning.

Section 9 is an analysis of recent studies, papers, and articles referring to accelerated courses, programs and learning.

Section 10 is an annotated bibliography on accelerated courses, programs, and learning.

Section 11 is a geographic listing of two and four year traditional accelerated post secondary schools that were selected for the survey.

PIMA COMMUNITY COLLEGE
ACCELERATED WEEKEND COLLEGE

ACCELERATED COURSES SURVEY

Please check the appropriate response for this study. Accelerated Courses will be defined as credit courses during the week or on weekends for extended hours and limited number of days.

1. Does your College offer accelerated credit courses?

   ___ yes ___ no

   If response is No, thank you for your time and please return your survey in the enclosed envelope.

   If your response is Yes, please briefly describe your accelerated course delivery system and complete the remainder of the survey.

2. Indicate which semester(s) you schedule accelerated courses.

   ___ Fall
   ___ Spring
   ___ Summer
   ___ All of the above

3. Indicate which of the following disciplines are offered as accelerated courses.

   ___ Accounting
   ___ Art
   ___ Biology
   ___ Business
   ___ Chemistry
   ___ Drama
   ___ History
   ___ Humanities
   ___ Languages
   ___ Logic
   ___ Management
   ___ Marketing
   ___ Music
   ___ Physics
   ___ Political Science
   ___ Psychology
   ___ Sociology
   ___ Speech
   ___ Writing
   ___ Other

4. Can a student fulfill course requirements for a degree using only accelerated courses?

   ___ yes ___ no

   If yes, identify degree programs that can be completed with accelerated courses.

5. Give examples of hours per day and number of days for accelerated courses.

Discipline	Hours per Day	# of Days
Ex #1		
Ex #2		
Ex #3		
Ex #4		

6. Indicate the types of students taking your accelerated courses. Identify a percent if possible.

Approximate Percent

Traditional college student (18-25 yrs) ____
Women returning to workforce (over 25 years) ____
Working adults (over 25 years) ____
Other ____________________ ____

7. Rank by effectiveness the following promotional methods for accelerated courses. Select as many as used, with #1 being most successful.

___ Bulletin Boards
___ Businesses
___ College Newspaper
___ College Radio or TV
___ College Schedule
___ Direct Mail
___ Flyers
___ Local Newspaper
___ Local TV & Radio
___ Other
____
____

8. How are your courses managed?

___ Separate weekend or accelerated course department or function
___ By each department
___ Other ____________________

9. How are your accelerated courses budgeted?

___ A separate weekend or accelerated course budget
___ A percentage from each department
___ Other ____________________

10. Do you charge an additional fee for accelerated courses?

___ yes ___ no

11. Do your accelerated courses require students to attend an orientation or a pre-session with the instructor (similar to PCC) at the beginning of each semester or quarter prior to the start of the accelerated course?

___ yes ___ no

If yes, what does it include?

___ Explain overview of course
___ Receive course outline/instructions
___ Receive reading assignments
___ Receive handouts
___ Buy textbooks
___ Other ____________________

12. Do your accelerated courses require a portfolio or special projects to be completed by students between the non-consecutive weekends or days?

___ yes ___ no

13. Identify the appropriate number of courses accelerated each semester and total enrollment (duplicated head-count) in accelerated courses.

____

Number of accelerated courses offered Fall 1995 semester or quarter

____

Total enrollment for Fall 1995 (duplicated head-count) ____

SECTION 2
Introduction

As clearly stated by James East's 3rd Edition of Teaching on Weekends, in Shopping Centers and by Television, "Convenience, accessibility, and academically sound courses are the keys to successful programs for adult learners." Some schools are offering this concept with open entry and open exit courses which give either alternative to the student. This source document gives detailed information to the reader on successful accelerated courses and/or programs being offered in Canada and the United States. In addition, it offers data in other innovative delivery systems that give the student more options in obtaining his or her learning objectives.

The following is "The Philosophy of Adult Learning." (author unknown):

The adult learner requires the following:
The adult learner sees himself as capable of self direction and desires others to see him the same way.
Adults bring a lifetime of experience to the learning situation.
Adults need to be involved in evaluating their own progress toward self-chosen goals.
Adults prefer less use of transmittal techniques and more of experiential techniques.
Adults need opportunities to identify the competency requirements of their occupational and social roles.
Adults can best identify their own readiness-to-learn and teachable moments.

This book offers the suggestion that the above philosophy could apply to almost any age learner. It also offers the suggestion that after considerable computer and library research, investigational surveys, and person-to-person interviews, there is little or no written evidence to support the traditional 16 week semester or quarter learning cycle. On the other hand, there is a mountain of old and recent studies, papers, articles, and books explaining the success and advantages of non-traditional delivery systems. A few of the more current writings are offered and analyzed in this book. However, very few were found dealing specifically with post secondary accelerated courses or programs.

One of the reported barriers to non-traditional learning systems has been the added cost to the institution-only the very large and prestigious universities can afford both a non-traditional and a traditional system. Perhaps an in depth study should be done comparing the true costs of, for example, accelerated courses versus traditional courses (no such research could be found at this time).

The result of this research strongly suggests that for some students who adopt the accelerated systems not only gain their academic objectives faster and at their own time, but also have a higher degree of learning success. Also, the data point out that there is an ever increasing number of students who desire and seek out acceleratedcourses and programs to complete their academic objectives.

The following article was written by Robert Sweeney specifically for this source document. Sweeney has over 25 years of diversified executive management experience as a leader, manager, consultant, trainer, and administrator. He has earned a B.A. from the University of Tampa, a Master's in Administration from the University of Missouri, and is a graduate of the Army Command and Staff College. In 1984, Sweeney retired from the U.S. Army as a "Green Beret" Lieutenant Colonel. Currently, he is vice president and a principal of Productivity Plus, a manufacturer of time management products. Their primary item is the Ultimate Organizer™ with calendars, daily schedules, address section, and a unique filing system. Marketing is directed to government agencies and to major corporations. Products are also under contract to the Federal government. Productivity Plus has earned an annual 25 percent increase in growth (annual Sales in 1995 were $12.5 million). With an innovative approach to designing binders and printed forms to match customers' specific needs, Sweeney has been both a designer and developer of new products for Productivity Plus. Sweeney has written curricula and taught courses in time management and served as a guest lecturer at several colleges.

Train to Standard . . . Not to Time

To be in business today requires a flexible approach that accepts and adapts to rapid change. Today's successful business must absorb changes in its operations, in its products, in its markets, and in its organizational structure. To ignore change is to be bypassed with reduced opportunities to survive. Recognizing and adapting to change provides for long term continued operation of the business. In order to meet the challenge of change the business must, of necessity, be an active agent for making the changes. But to do so they must first become flexible about how they play their role in the business. It is my observation that the inflexible structure of our traditional educational system fails to develop in its students the skills necessary to succeed in today's rapidly changing business climate.

When faced with change a successful business faces it, accepts the necessity of the change, develops a plan, and sets about implementing a new solution. The object is to, as rapidly as possible, make the change in order to be ready to meet the next inevitable change. When compared to the structure of today's institution of higher learning, today's businesses are moving at the speed of light, while traditional schools plod through the same old obsolete teaching methods.

It is time to ask if there is in fact a better way. Why do college semesters begin in the Fall and Spring? Is there a body of research that validated that the best method to educate students is in two or three, one hour lectures spread over a four month semester (with a mid-term break). In business we train our employees in an accelerated concentrated approach of one day to a week. Such high intensity maximizes the opportunity for detailed learning and acquiring new skills. This learning may be done in-house, on-the-job, or in-house at specific training sessions. Or, we may send personnel to outside training seminars or schools.

The argument against changing the current structure at most colleges is that businesses usually are training people, whereas universities are educating people. I submit that the primary reason colleges and universities operate as they do is because that is the way it has always been done. Attempts to suggest that other methods may be equal or greater than the established status quo are generally rejected. There seems to be no sincere debate as to how to do what colleges and universities do what they do, and, more importantly, how they could do it better.

Better, of course, means different things to different people. In business, better means completing the cycle faster with the same or improved results. This increases productivity, increases the bottom line, and thereby increases the long term survivability of the company. And these results are measured quarterly. While much criticism is given to American businesses' short term quarterly orientation, both survival and growth are enhanced by a business that can quickly react to change. Three year business plans are history. They have been replaced by "what have you done lately" and "what are you going to do next?"

Some colleges and universities have, however, seen the need for change and have adopted the unconventional approach of offering the students a course of accelerated instruction that is completed in four or five weeks instead of the traditional 16 weeks. In so doing, students get into the subject matter at a rapid pace and are challenged to acquire the skills or knowledge in a condensed time span. Such focus sharpens the students learning and probably results in long term retention. While some courses may, in fact, require a longer time for the student to acquire a certain discipline, most college catalogs continue to list subject start and end dates in the same 16 week semester. This obviously reflects arbitrary selection of a period of time for a semester, and then back filling the allocated time with a specific number of lectures which becomes curriculum.

Is it heresy to suggest that a more productive method would be to determine the desired educational goal, then determine how much time is required for a student to achieve that goal as determined by a measurable standard? Perhaps Accounting 101 can be taught in two months, or History 102 can be taught in three months, or Statistics 301 in one month. The opposite may also be true. Some courses require longer time periods of perhaps five months. My point is that the world of academia is overdue for a change in how it conducts the business of learning.

The need for colleges and universities to consider changes as to how to educate their students is long overdue. To continue to operate in the traditional method ignores the opportunity to improve the quality of learning achieved by the student. And by the way, business operates 12 months a year. Is it also time to open our schools to a full year of teaching?

SECTION 3

"Teaching On Weekends"

by James East, Ph.D.
Dean of the Weekend College at
Indiana University-Purdue University at Indianapolis (IUPUI)

Many American colleges and universities have offered Saturday classes over the years. Often, these are self-contained credit classes. More often, however, on most college campuses Saturdays have been a part of weekday courses in which the lecture component is offered during the week, followed by a recitation or laboratory session on Saturday. Moreover, weekends have been used in scheduling special seminars, workshops, and courses-usually non-credit-on Saturday but sometimes on Sunday as well.

Weekend college, the idea of offering self-contained courses and degree programs exclusively on weekends, has a brief history. Miami-Dade Community College in Florida is credited as the first to offer a weekend degree program—begun in 1965. The concept developed rather slowly the latter part of the 1960s, but rather rapidly beginning the first half of the 1970s. *The Congressional Record* (November 21, 1966) refers to Miami-Dade's contribution as a pioneering venture which could serve the whole country. Miami-Dade's Weekend College began and continued as a Saturday-only program until it ended in 1975. It resumed weekend programming in 1990.

Weekend scheduling patterns vary. Most weekend programs offer classes in various combinations of Friday evening, Saturday morning and afternoon, and Sunday morning, afternoon, and evening. Some institutions use Saturday only. Many do not offer classes on Sunday; most of those that do offer classes in the afternoon, not Sunday morning.

While most institutions offer the same contact hours on weekends as during the week, like Indiana University-Purdue University Indianapolis (IUPUI), others like Maryville College (St. Louis, MO) and the College of St. Catherine (St. Paul, MN) abbreviate the contact hour, often half as much as during the week. Institutions like Wayne State University offer a combination of learning modes-lecture, telecourse, group study-using weekend and weekday and on-campus and off-campus meeting sites. Most classes meet once a week in one long session; others offer the same number of contact hours as weekday courses but meet intensively in fewer sessions, sometimes three weekends on Saturday and Sunday, 8 am-5 pm, for 45 contact hours, excluding breaks, for a 3-credit course.

Weekend courses are particularly attractive to the following: adults who have difficulty getting babysitters except on weekends, workers too tired for late afternoon or evening classes, those who live and work too far from campus for evening classes, students in weekday/evening classes who wish to accelerate their progress toward a degree, adults who have been out of school for some time who wish to return in a less hectic setting, those who wish to further their education by making more productive use of their leisure time, those seeking professional advancement, and others who cannot attend classes during the week.

Students enroll in weekend colleges for a variety of reasons. Most (84%) think about completing or starting work on a degree. Only 6% are enrolled for personal enrichment. The remainder take courses for job advancement.

CURRICULUM

The curriculum determines the success of a weekend college. It should appeal to the interests of adults learners in the following areas: general education, skills, special interests, courses with a professional focus, one-credit courses, and courses that satisfy requirements for degrees offered.

Skills courses of all kinds attract large numbers of adult learners. Courses in the following subjects generally fill to capacity: English composition, sign language, speech, accounting, computers, journalism, mathematics, and foreign languages.

Special interest courses such as following attract weekend learners: creative writing, painting/ drawing, fashion illustration, courses with the focus on the black experience (Afro-American folklore, Afro-American jazz, black visual artists, recent black American writing, history of black Americans, Afro-American Studies), courses with a focus on women (philosophy of women, psychology of women, women in politics, women in literature, women and work), among others.

Courses and degrees with a professional focus are popular. These include undergraduate and graduate offerings in business, engineering/technology, criminal justice, nursing, social work, and education.

Short courses (one-credit) appeal for two reasons. First, the course is one credit and the cost to the student is minimal. Certainly, the price is right, one of the four Ps in marketing (product, price, place, promotion). The financial burden is considerably less than a three-credit course. Moreover, a commitment towards matriculation, towards degree status, is less firm, is indeed, as some students have said, a very minimal commitment. Then, too, the older more mature students find the singular focus of one-credit courses easier to manage as they shop around with the idea to going to college.

Following is a list of one-credit courses that have been offered successfully at Indiana University-Purdue University Indianapolis (IUPUI): English grammar review, vocabulary acquisition, stress management, interpersonal relationships, parliamentary procedure, geography of the cat, transportation in the city, West Africa, listening, the organization and women's careers, women and non-traditional work, principals of procurement, beginning ballet, aerobic dance, ballroom/social dance, conditioning/weight training, judo, karate, modern dance, volleyball, tennis, swimming, aquatic conditioning, women in relationships, psychology of men, sport psychology, black visual artists, understanding jazz, business writing.

Generally, weekend colleges are profitable, often generating $3 for each $1 spent. Using the same facilities two additional days a week for classroom instruction on weekends diminishes a potential problem of limited classroom space. Such scheduling serves as a meaningful cushion in times of increasing enrollments while avoiding overbuilding for decreasing future enrollments.

QUESTIONS IN PLANNING A WEEKEND COLLEGE

In developing a weekend college, there are basic issues/questions to be considered (Source: *David Wissmann, former Director, Weekend College, Avila College, Kansas City, MO*):

1. Is the weekend college compatible with the mission of the institution?
2. How will a weekend college affect our current students?
3. Who will be attracted?
4. Are studies necessary to assess the feasibility of a weekend college?
5. What is the competition for working adults in the area? How will our program be unique?
6. Is there administrative/faculty support? If not, how is this generated?
7. What courses/degrees will be offered?
8. What impact will a weekend college have on any current weekend offerings/programs?
9. Will we need a consultant?
10. Who will coordinate such a program? What staff is needed?
11. How much will it cost? How much will it earn?
12. How often will courses meet?

Every week? Biweekly? Once a month?

13. What academic and student services will be available on weekends?

14. How are faculty encouraged to teach on weekends?

15. How will the program be marketed?

16. What is the tuition?

17. Where should the weekend college office be located?

18. Which buildings should be used for weekend classes?

SAMPLE WEEKEND PROGRAMS

As a recent study showed, there are virtually no characteristics common to the operation of successful weekend colleges. They operate in large and small communities, in small and large colleges and universities. (See Wyle—annotated bibliography.) However, basic patterns can be found in the following four samples for weekend programming:

comprehensive program - Indiana University-Purdue University Indianapolis (IUPUI) offers credit courses only and seven complete degree and certificate programs, meeting weekly throughout a 16-week semester and enrolling 4,504 in the fall 1993, on Friday evenings (6-8:40pm), Saturdays (8am-3:00pm), and Sundays (1-7pm);

satellite weekend colleges - Maryville University-St. Louis offers nine baccalaureate majors on three campuses with classes meeting on alternate weekends over a 16-week semester.

shopping center weekend college - Iowa Lakes Community College offers associate degrees in a weekend college in leased space at a shopping center, enrolling 318, in the spring, 1993;

weekend college in residence - Loyola University-Mundelein College-Chicago offers and option to live on campus on weekends as a distinctive feature of its Weekend College in Residence which enrolled 550 in the fall, 1993.

Comprehensive Weekend College

Indiana University-Purdue University
Indianapolis (IUPUI)
Dean, Weekend College
425 University Blvd
Indianapolis, Indiana 46202
Telephone: (317) 274-4887

The Weekend College of IUPUI began as an experimental undertaking by the School of Liberal Arts in the offering of three credit courses in the fall, 1973, one on Saturday morning, psychology of black language, and two on Sunday afternoon, philosophy of literature and feminism and literature. Forty-three students completed these courses. Classes met intensively on three weekends only with independent study as an essential component.

In evaluating the experiment, the liberal arts faculty overwhelmingly endorsed the idea of offerings credit courses seven days a week with the firm stipulation that students receive the same contact hours of instruction regardless when or where classes were offered. What the faculty refer to as the integrity of the contact hours has remained an essential component of IUPUI's Weekend College following the first semester's offerings.

IUPUI's Weekend College, now the world's largest, was designed primarily, but not exclusively, for working women and African-Americans, students who could not enroll in the regularly scheduled day or evening courses at the main office in downtown Indianapolis. Currently, about 63% of IUPUI's Weekend enrollments are women and 22% are minorities compared to about 58% women and about 9% minorities in weekday classes.

Most courses are scheduled in once long session one a week throughout the 16-week semester. All are college credit courses offered by the regular academic departments and faculty. Requirements for the following Indiana University degree and certificate programs can be completed on weekends: Bachelor of General Studies, Bachelor of Science in Labor Studies, Associate of Arts, Associate of General Studies, Associate of Science in Labor Studies, Certificate in Business Foundations, and one-year Certificate in Labor Studies.

The typical student in IUPUI's Weekend College is female (63%), degree-seeking (84%), single (45%), no children

(56%), represents an ethnic origin other than white (22%), who would not have enrolled in these courses had they not been offered on weekends (45%). In the fall, 1993, 4,504 enrolled in 174 sections.

Satellite Weekend Colleges

Director of Weekend College
Maryville University-St. Louis
13550 Conway Road
St. Louis, Missouri 63141
Telephone: (314) 842-7955

Maryville University-Saint Louis is a private, independent, four-year co-educational college offering a diversity of programs in liberal arts and professional education leading to baccalaureate and master degrees. In spring, 1993, total enrollment was 3,700.

Maryville's Weekend College began in the spring, 1981, at the main campus in west St. Louis County, enrolling 136. By the spring, 1984, enrollment was over 800 when the Weekend College-South Campus opened in St. Louis County. In the fall, 1985, the third campus, Weekend College-O'Fallon, opened in St. Charles County.

Designed for adults who want to complete a degree but find weekday or evening classes inconvenient or incompatible with career and family responsibilities, the program is offered on the three campuses on a trimester format — fall, spring, summer. Classes meet on alternate weekends during the 16-week trimesters. Majors for baccalaureate degrees are offered in accounting, business communication, health care management, information systems, management, marketing, nursing, psychology, sociology, and liberal studies.

Shopping Center Weekend College

Iowa Lakes Community College
Weekend College Coordinator
Gateway North Shopping Center
Spencer, Iowa 51301
Telephone: (712) 262-7141

In 1979, Iowa Lakes Community College, Spencer, Iowa, leased space at a Gateway North Shopping Center to offer day, evening, and Saturday courses leading to the Associate of Arts and the Associate of Science degrees. The Weekend College, in which classes are offered on Saturday throughout the quarter term from 7 am to 5 pm, is a self-contained program at the shopping center. In addition to offering on weekends the Associate of Arts and Associate of Science degrees, specialized programs are offered in the Weekend College: health care administration, substance abuse counseling, liberal arts, and pre-business administration. In the spring, 1993, 318 were enrolled.

Weekend College In Residence

Loyola University-Mundelein College
Director, Weekend College
6363 Sheridan Road
Chicago, Illinois 60660
Telephone: (312) 262-8100

Loyola University-Mundelein College, Chicago, Illinois, began its Weekend College in Residence program in 1974. The option to live on campus on weekends when their classes are in session continues as a distinctive feature. A limited amount of space is reserved in one of the residence halls for these students. Cost is nominal. Studying on campus is attractive not only for those taking two or three courses and come from relatively long distances but for those who wish to be free from the routine distractions imposed by family and work. Weekend residence offers a taste of college community that extends beyond the classroom. Weekend College residence is an opportunity to develop support networks with other students, to save time and energy commuting, and to have convenient access to campus facilities and resources. By spending weekends on Loyola University-Mundelein's lake front campus, students have the opportunity to experience the full range of college life. Commuting students may also take weekend classes. Seven majors are offered on weekends, enrolling 550 in the fall, 1993.

SECTION 4

The Initiation and Implementation of Accelerated Courses at Pima Community College, West Campus, Tucson, AZ

An Example

The Pima Community College (PCC) Business Advisory Committee, made up of local leaders in industry, business, government, and education, recommended in the Spring of 1982 that PCC consider offering short/intensive business/management courses for credit. These recommendations were made based on Tucson organizations' employee surveys which indicated a strong desire for such non-traditional credit courses. This request and supporting data correlated with national surveys relating to the need for more responsive adult and high technology education systems. This needs assessment was the foundation for the initial study that is highlighted in this section.

The problem for PCC business department was then to determine what courses, during what time frames (when), how to structure the courses, and where to locate them. The need for open entry/open exit courses, which was also recommended, was dealt with in another study due to financial problems involving state and local funding complexities.

The economic and social external forces that would drive the assumptions were many. The first and most significant was educating and training people for new jobs, since many of their old jobs no longer existed.

> "In the United States — after a lull of some years — industry and business is again beginning to undergo significant technological change, including the birth of some completely new industries. Job skills are becoming obsolete at a faster rate, in many occupations, automated equipment is increasingly displacing the lower skilled worker as well as some with higher skills. These developments are causing a sharp increase in the demand for higher level training and retraining programs. In general, occupational competence demands a more comprehensive grounding in mathematics and the sciences."

This statement was made by Dr. Robert M. Worthington, Assistant Secretary for Vocational and Adult Education, U.S. Department of Education, as he addressed the U.N.E.S.C.O., International Conference on Education in 1981 regarding the worldwide problem of education and work.

The second external force of significance was a social or demographic change, which had a direct impact on the plan and seriously changed the makeup of the U.S. work force. Again, Dr. Worthington explains that the population and the work force of the United States are aging.

> "The American population in the age range of 16 to 24 peaked at about 36 million last year and the

> U.S. Department of Labor expects that figure to fall by 10 percent through 1985, and, by another seven percent by 1990. This shift implies a "seller's market" for youth as a whole, with the remnants of this problem focusing on minority youth — particularly on those with limited English proficiencies. However, most of the focus of skilled work force preparation is shifting to the retraining of adults, including women and older citizens. This new focus is heightened by a trend toward later retirements and the loss of jobs by skilled adult workers because of structural changes in national and international markets. These workers are changing occupations more rapidly and require retraining at more frequent intervals in order to remain productive."

To further establish that external social changes will create greater demand for new types of adult education and retraining, the Carnegie Council on Policy Studies stated that by 1997, the 18 to 24-year-old population will drop to about 25%. This meant that fewer younger students would be attending college during the next ten years. Forty-two percent of the institutions surveyed by the U.S. Department of Education experienced an enrollment drop of 15% or more since 1980. A few small colleges had felt the pinch already. More than 40 private colleges had closed their doors in the early 1980s. A Duke University policy analyst told a senate committee that 200 schools may go under during 1980. Meanwhile, some 40 million adults were in "career transition" according to the best estimate of a consensus of numerous studies. According to the College Board, some 25 million of these adults will seriously consider enrolling in various forms of college study/retraining in the next ten years. In their efforts to capture this new student population, colleges have become more responsive to a new set of needs, rather than dictating the oldtraditional/structures systems. These new goals include:

- seek out the student
- make it easy to enroll
- fit the courses to students' personal schedules
- make serious attempts to keep the student in school
- offer courses that are relevant to each student's needs
- offer programs that are practical and meet each student's professional/job needs.

The internal forces that will also drive the assumptions are the need for the educational/training institutions to keep current so they will survive. A continuing problem of all such organizations is their inability to deal with the changing economic, social, cultural, political, and environmental forces. They display a total lack of effective strategic, tactical, and operational planning even to the extent that they fail to deal with the non-productive forces of complacency.

The assumptions of the study were to try to meet the dynamics of:

- the changing concepts in business/management
- the need for increased productivity knowledge

- intense competition for jobs
- traditional education/training systems are too slow for the average adult
- recognize the drastic changes in the U.S. work force
- the need for a faster more effective learning process

The above assumptions, if followed, will eventually lead to and affect the solutions of the Business Departments new delivery systems.

With the declining enrollment of the traditional 18 to 24-year-old student, many universities and colleges are looking to the working adult to fill their classrooms. Suffolk University, located in the center of metropolitan Boston, was one of numerous schools that have evolved into the weekend college format.

The definition of a weekend college is any college program that offers courses for credit exclusively on weekends, leading to a degree. The usual weekend period would include Friday evening and all day Saturday and Sunday. However, it must be noted that there are other possible time schedules. The weekend college concept is a relatively new aspect of adult education with comparatively little information published on it other than a few articles in various periodicals and various studies and reports. Some educators have been slow to accept such new concepts from fear of tarnishing their academic image. (Sutherland, 48)

In spite of this, the weekend college and other forms of responsive adult education/training have developed and are now increasing by leaps and bounds to meet the demands of the adult population. The National Community College Program (1968) had a large impact on bringing the adult student back to school. The Honorable Mr. Famsley (Florida) in the Congressional Record of 1966 establishes that Palmetto Center of Miami-Dade Junior College was the first "weekend college begun in the fall semester of 1965 ..." Since this time, many institutions have offered weekend colleges. It is reported by Paszter and Jarosovsky (1979) that "By the early 1980s the U.S. Census Bureau estimates that adults could form 40% of all college students." (Sutherland, 48)

It is obvious that there was considerable documentation that weekend and/or evening adult education/training programs and courses have been in existence for some time. It is also evident that the need for such non-traditional programs/courses fluctuates with student demand. Some institutions rise to meet the changing situations, others do not. Those who fail to see the new need often do not continue to exist. Today, there are planning tools and systems to prevent such failures. This section will point out how a transition for PCC was made within the Business Department. The concept is quite simple, the plan to be developed will be a continuous operation. It will have at its center an on-line data base constantly receiving various data on external and internal forces that relate to the current mission, goals, and objectives. It will require a continual re-evaluation of the assumptions which drive the solutions in decisions. Hopefully, this will be the future for a successful, responsive educational/training, business/management operation at PCC.

As pointed out earlier, many community and junior (two-year) colleges either have adopted evening and weekend courses or are moving rapidly in that direction. Most of the two year schools serve a specific local community and they usually respond to that community's needs. Data sources revealed that the communities through their various industries, businesses, and other organizations were requesting a more practical and responsive education/training delivery system, which is now in place in Tucson at PCC.

Pima Community College (PCC) has been offering evening credit courses for all students since its origin. However, for the first time in October of 1982, PCC introduced two weekend, three credit hour courses primarily for the use of local industry/business. See Attachment A (in this section) for the decision making process that was used.

The two accelerated courses followed a format very similar to that used by industrial training consultants who contract to present such programs to business and industry. The plan called for drastic revision of current academic procedures in the conduct of the courses. Again a decision matrix and check list system were used to resolve these changes. For example, some periods of instruction were slated at 30 minutes, others at 60 minutes, and still others for 75 or 80 minutes depending on their tactical and operational value. Emphasis was placed on the practical and applied aspects of the courses and these were awarded more time. A large number of guest speakers from local as well as out-of-town organizations were invited to present selected units of instruction. Members of the PCC Business Advisory Committee volunteered to assist in this endeavor and were extremely valuable. Maximum use was made of some of the latest techniques in management instruction, such as actual management simulations, video taped situational materials, films, cases, and luncheon periods with highly qualified guest speakers.

The results were quite exciting. Over 80 students enrolled in October when PCC tested its new approach to education for the working adult. Neither the students nor the course were typical of the regular business courses. The students ranged in age from the late 20s to the early 40s and were in management or interested in moving into management positions. They came largely from 26 major companies in the Tucson area and about 75% had never taken PCC classes. Most of the students were being sponsored (paid for) by their respective organization. They gathered at the college for vigorous 10 hour days on two Saturdays and two Sundays. The two weekends were spaced by two weeks during which a 20 hour research project requirement was completed. The management courses offered were MAN 122, Supervision and MAN 280, Business Organization and Management. Students were required to attend a five hour orientation session at the beginning of the semester and were instructed to complete their major reading assignments before the first class. A research or portfolio project done outside class hours counted for a hefty 30% of the final grade. The orientation (5 hours) and the four 10 hour days covers the normal 45 hours of teacher/student contact required by the state. Classroom times included activities not generally part of the regular semester courses such as: simulations, case studies, video tapes, and guest speakers. These helped students expand their learning and added the practical touch to theory that made the classes special. The simulations, for example, gave the students a chance to try out what they learned and overcame a lack of confidence by putting "textbook ideas" into practice. The reaction of one group of students after their first class was positive, as reflected by the following comments: "It's good timewise and it's concentrated." "The big boss should be here." "I'm understanding the process of management more." One student who has taken regular business courses at PCC was impressed with the "adult level" at which the class was taught. "I never got bored," she said, "and I got a lot more out of the class than a regular course." The courses were fast paced and redundancy was weeded out. Each instructor talked on a different aspect and was well prepared. The weekend experiment was a brainchild of the Business Advisory Committee to the college business program. The committee members found out that many of their company/organization employees did not have time to attend the traditional 15 week course, but wanted to know more about management and preferred credit for their studies. Each course was designed for 25 students, but the instructors relented and allowed over 40 students in each class.

The various news agencies, TV, radio, etc., interviewed the students and the comments were very much the same. In addition, an in-depth course evaluation was requested of each student, primarily asking them what they did not like and how the course presentation/format could be corrected and/or improved. The comments were very candid and constructive and were considered in the next weekend accelerated course test. The second test was to be in the Spring of 1983. However, insufficient enrollment required cancellation of both courses. The lack of response by the original companies and their employees stemmed from increasing the cost per student, changing locations, late college fiscal commitment/planning, and changed administrative control (see Attachment B of this section). As a result, the administration from the President on down became involved and a new positive commitment (policy) was established.

The new commitment or policy support was closely linked to the new "Pima College High Technology/Business Management Project" and the Task Force was established to develop a strategic plan. New Business/Management considerations were beginning to formulate and the new plan dealt with the following areas of concern:

- Variable time structures, options, and demands (similar to subjects dealt with in this study) time schedule — January 1984.
- Improved or new courses to be offered such as:
  Update current courses — January 1984.
  Develop and add Business Finance for Managers — August 1983.
  Develop and add Business Economics for Managers — September 1984.
  Develop and add Production and Manufacturing — September 1984.
  Develop and add Business Computer Applications for Managers — August 1983.
  Develop and add Human Resource Management — January 1984.

- Develop program/course marketing plan — September 1984.
- Structure the two year occupation oriented Business Administration Degree (AA) with various options to meet working adult needs — September 1984.

Each of these potential areas, plus others, required careful planning, study, and decision making to determine the best possible outcomes. The planning structure/method had been established and was successfully put into motion. (See Attachment C of this section.)

That was the beginning. Probably not much different from what has taken place or was taking place in post secondary schools across the country.

The plan as described was initiated and new courses to meet student demands were written. Accelerated time frames for business, finance, management, and marketing courses were developed. These accelerated courses were added gradually to the Weekend College format with the goal of having enough accelerated core courses scheduled through the Fall, Spring, and Summer semesters to facilitate the weekend college student completing his or her program requirements in this delivery mode.

Today the Weekend College student can complete almost all of the requirements for an Associate of Applied Science Business Degree in the accelerated mode. This student can also complete basic and advanced business certificates using the Accelerated Weekend College.

To summarize how the system works:

a. The students attend a five hour orientation at the beginning of each semester. Active attendance includes over 500 students.

b. Students meet with their instructor who introduces them to the course.

c. The instructor gives students a very detailed course outline with appropriate handouts and instructs students to purchase their textbook and complete 50% or more of the assignments before the first Saturday meeting. The weekends are not consecutive and there are two to three weeks between weekends.

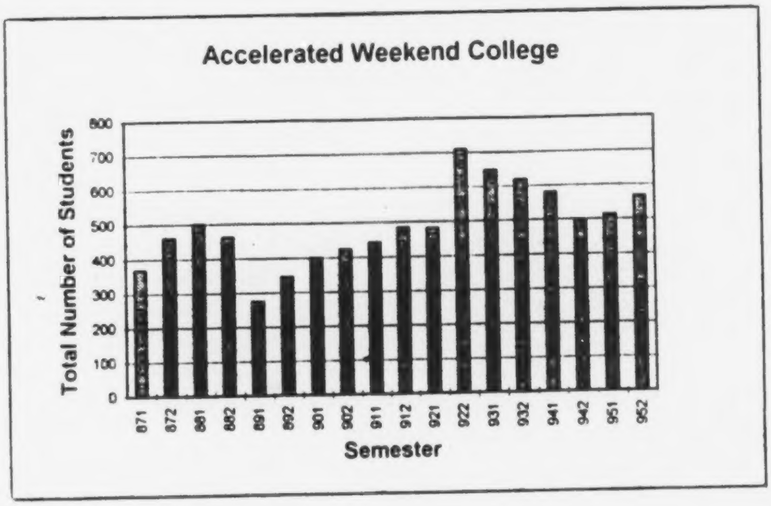
d. The course structure is a large self paced portion of instruction added to the traditional 45 hours of student/teacher contact. There are no absences permitted except in extreme cases and retention per course is higher then in traditional daytime or evening courses. Students may sign up for an accelerated course after orientation with the permission of the instructor, but they must obtain and follow the same pre-course instructions.

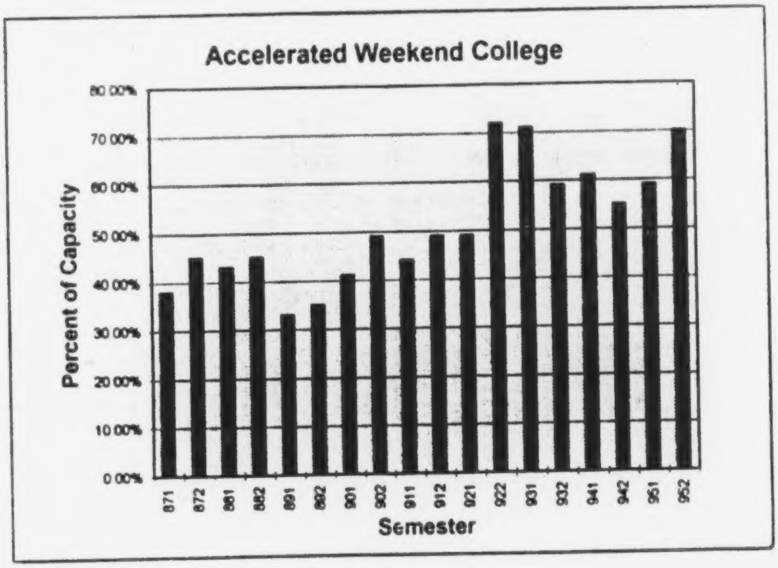
e. Since no teacher can teach for 10 hours, the pre-planning by the teacher is essential. This includes interactive roll playing and videos, guest speakers, computer tutorials, and simulations. The evaluation is again adult oriented with numerous research papers, essay questions, exams, individual quizzes, and a research project using both qualitative and quantitative techniques. (See Attachment D for sample course outlines)

As discussed earlier in this section, the college enrollment patterns continue to vary based on the data explained. For example, as of 1994 and 1995 business, management, and marketing accelerated course enrollments were declining while accounting, computer, humanities, psychology, sociology, and speech continued to rise.

The following charts display the growth of enrollment and percent of seat utilizations each fall and spring semester, 1987 to spring 1996. Summer session data is not shown because of weak enrollments, due to lack of State funding for summer sessions.

See Attachment E for Fall 1995 and Spring 1996 accelerated course offerings.





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ATTACHMENT A

Pima Community College Business Project Decision Process

1. Job to Improve — Better course time frames for working students.
   Why? Present structure takes too long (16 weeks) for the amount of time available and amount of material needed to be learned.
   It is — Wasteful
   slow
   boring
   adults complain
2. Facts — Tradition has demanded that a three credit course be three hours of contact for 16 weeks.
   3 x 16 or 48 contact hours
   Most systems still require this model.
3. Why? Mostly tradition — no real data available to support this position except that it is a standard practice.
4. Develop a better method — Possibilities – Week End Model
   Ten hours per day Saturday and Sunday for 2 weekends, skipping a weekend in between plus a night for five hours prior to the first weekend.
   OTHER MODELS

Monday evening	4 hours	
Wednesday evening	4 hours	
Friday all day	10 hours	
Saturday morning	5 hours	
		23 x 2 = 46 hours

a)

Friday all day	10 hours	
Saturday morning	5 hours	
		15 x 3 = 45 hours

or

b)

Tuesday evening	5 hours	
Thursday evening	5 hours	
Saturday morning	5 hours	
		15 x 3 = 45 hours
Monday evening		4.5 hours
Wednesday evening		4.5 hours
		9 x 5 = 45 hours

5. Install the improvement — a plan of action:
   Trial Run — used the weekend Model during the Fall semester 1982. This was extremely successful. Two courses were used Great outside speakers and new teaching techniques (simulations) were the guts of the program.
6. Follow - Up
   The weekend courses were not supported by the administration, therefore the Spring semester courses failed to go. The Business Advisory Committee expressed their concern to the President of Pima Community College. The result — the courses will be supported for the Fall of 1983 and beyond. All concerned knew the trial run was effective.

Tucson Electric Power Company

220 West Sixth Street, Post Office Box 711
Tucson, Arizona 85702

Area Code 602
Telephone 622-6661

ATTACHMENT B

June 13, 1983

Dr. S. James Manilla
President
Pima Community College
2202 West Anklam Rd.
Tucson, AZ 85709

Dear President Manilla:

The Business Advisory Committee met on May 12, 1983, to continue our discussion of, and input to the administration and faculty of Pima Community College (PCC). As you will recall from the meeting you attended in the Fall of 1982, the Business Advisory Committee members are very active and committed to the enhancement of the business offerings of the district. It also has become more apparent from our last meeting that the PCC District will play an ever increasing and important role in the delivery of educational services to the business community in Pima County.

During the meeting of May 12, it became evident that certain structural flaws within the college could affect the delivery of services deemed important by the committee. For instance, the college offered week-end courses in the Fall 1982 which proved to be very successful in terms of student response and acceptance by local companies. The promised week-end courses in the Spring Semester were cancelled due, apparently, to structural problems. The lack of response by the original companies seems to stem from the much higher costs, changed location, late college fiscal decision, and change in management responsibility.

The concern of the committee centers on the following: (1) need identification; (2) commitment to the project(s); (3) the necessary educational and administrative support to insure delivery of the product.

To accomplish your declared objectives the district needs to refine its response process to insure the delivery of course and programmatic service to the business community. The committee would like to offer its services and expertise to help develop this component of the course offerings to their full potential, in addition to helping to eliminate administrative "bottle-necks", the committee has suggested that volunteer instructors (or paid) from industry could in some cases augment or replace instructional faculty when found appropriate, in order for delivery of specialized services to occur, especially when a short lead time calls for delivery. This approach could be helpful in eliminating administrative bottlenecks caused by the traditional systems established on the various campuses.

The committee wishes to develop a frame work of excellence for a close working relationship between the district and the business community and we look forward to your response to the committee.

Sincerely,

George Sirls
Director, Employee Relations
Short Intensive Course
Sub-Committee Chairman

GS:j

cc: Bob Nixon
Tom Grissom
M. A. Monahan (TEP)

Inter-OfficeMemorandum
PimaCommunityCollege

ATTACHMENT C

TO: Robert Nixon

FROM: Judith W. Leslie, District Planning

DATE: June 6, 1983

SUBJECT: Pima College High Technology/Business Management Task Force

I am writing to ask you to serve as a member of the Pima College High Technology/Business Management Task Force. You have been recommended as an individual with expertise and interest in this project and I would hope that your plans would allow for your involvement. I would appreciate your consideration of the invitation and encourage you to respond favorably.

A Purpose Statement for the Task Force is enclosed. The Task Force will be working half-time for a four-week period during the last three weeks in July and the first week in August (July 11 through August 5). If you are able to serve, you will be compensated at the rate of $137.50 per week for four weeks, half-time. We hope to conclude the primary effort of designing a High Technology/Business Management Program plan by that time. Your continued involvement throughout the year would be in an advisory capacity with periodic one-hour meetings.

I am enclosing also for your information the report regarding the Center for High Technology/Business Management that was approved by the Board of Governors at the May 18 regular meeting. Copies of the transparencies that were presented also are included to elaborate on the concepts of the report.

I would appreciate your confirming whether you can serve on this Task Force by Monday, June 13. My number is 884-6957. I look forward to hearing from you and hope that you will be able to serve on the Task Force.

JWL:mlz

enclosures: Purpose Statement
Board Report, 5/18
Copies of Transparencies

PIMA COLLEGE
HIGH TECHNOLOGY/BUSINESS MANAGEMENT
TASK FORCE

PURPOSE:

The Pima College High Technology/Business Management Task Force is the primary internal planning mechanism that translates community needs related to technology and business management into action within the institution.

OBJECTIVES:

The Task force objectives are as follows:

1. Identity what instruction/services should be offered based upon community need for high technology/business management training.
2. Determine existing and additional resources necessary to offer needed instruction/services.
3. Design High Technology/Business Management Program Plan.

MEMBERSHIP:

The Task Force is a College-wide body composed of members with the following training/experience:

1. Computer and computer-related
2. Electronics
3. Business Management/Related Programs
4. Math, Science
5. Other

Select administrators will also serve on the Task Force.

MANAGEMENT 280 **SPRING 1996** **PIMA COMMUNITY COLLEGE**
BUSINESS ORGANIZATION AND MANAGEMENT **ROBERT O. NIXON**
OFFICE: R3M, West Campus **PHONE: 884-6588**
Office Hours: See Posted Office Hours In R3A
CLASS DATES: March 30 & 31, 1996
April 27 & 28, 1996

COURSE OBJECTIVE: A study of the role of management in business and other human endeavors; management as a total system of functions utilizing resources within constraints imposed by society, the body politic, technology and ideology; management as a situational integration of diverse philosophies. Also, to progress successfully through all levels of the simulation, while optimizing your personal wealth (net worth).

TEXT BOOK: Required: Management, 3rd Edition, by Dushkin
The Memory Jogger, by Goal/QPC
The Pursuit of WOW, by Peters
Optional: Corporate Game: A Computer Adventure, by Rye

PLEASE READ AT LEAST 50% OF YOUR PRIMARY TEXTBOOK (MANAGEMENT) PRIOR TO THE FIRST SATURDAY SESSION.

TRADITIONAL MANAGEMENT TEXTBOOKS WILL BE PASSED OUT FOR YOUR USE AT THE FIRST SATURDAY SESSION IF YOU DESIRE. SIMULATIONS AND SIMULATION TEXT MATERIAL WILL BE LOANED AT NO COST TO YOU. THIS WILL SAVE YOU OVER $50.00.

COURSE DESCRIPTION/SUMMARY: An overview of management performance functions from a management oriented perspective, comprehensive in its coverage of theory, general research findings, and knowledge based on practical experience.

GRADE DETERMINATION:

Grade Scale	Possible Pts		Pt Rcvd
Exams (2 @ 80)	160	Please place your	___
Group Papers & Exercises	50	grades in the space	___
Business Simulation, Corporate Game or course project	40	provided to you.	___
Early Test	30		___
Ratio Exercise	20		___
TOTAL	300		___

Grades will be determined as follows:
270 — 300 = A
240 — 269 = B
210 — 239 = C
180 — 209 = D
179 or less = F
Y = Dropped after 45 day if passing at time of departure.

ATTENDANCE POLICY: Students are expected to attend all sessions.

MISSED EXAMS: THERE WILL BE MAKE-UP WORK ONLY IF SUPPORTED BY DOCUMENTED EXCUSE.

CLASSROOM PARTICIPATION: The student is required to participate in and complete all assignments.

SCHOLASTIC ETHICS: Breaches of ethics i.e. cheating, copying, plagiarism, etc will result in NO CREDIT on the assignment.

AMERICANS WITH DISABILITIES ACT: Reasonable accommodations, including materials in an alternative format, will be made for individuals with disabilities when a minimum of five working days advance notice is given. Contact the West Campus Disabled Student Resource Office.

TENTATIVE COURSE OUTLINE

MANAGEMENT 280
SATURDAY, March 30, 1996
8:00 AM — 6:50 PM

PIMA COMMUNITY COLLEGE
Robert O. Nixon, Instructor
Office: R3 Phone: 884-6588

TIME	SUBJECT	PRESENTER
8:00 - 9:00	COURSE INTRODUCTION — "THE MANAGERIAL WORLD" — VIDEO AND PRE-TEST/SURVEY	BOB NIXON
9:00 -11:00	"STRATEGIC PLANNING TECHNIQUES AND THE PLANNING ENVIRONMENT" — VIDEO	BOB NIXON
11:00-12:00	BREAK AND GROUP DISCUSSION ON PLANNING	BOB NIXON
12:00- 1:30	LUNCH — VIDEO "DISCOVERING THE FUTURE: THE BUSINESS OF PARADIGMS" AND STUDENT LED GROUP DISCUSSION ON PRODUCTIVITY (10 POINTS FOR GROUP EFFORT)	CLASS
1:30- 2:30	"THE THIRD WAVE" BY ALVIN TOFFLER — VIDEO	BOB NIXON
2:30- 3:00	BREAK AND GROUP DISCUSSION	BOB NIXON
3:00- 5:30	SIMULATION MANAGEMENT EDGE (PRINT OUT — 10 POINTS) NEW MANAGEMENT SIMULATION	MARK KLINGLER
5:30 - 6:50	ORGANIZATION AND STAFFING REVIEW	BOB NIXON

SUNDAY, March 31, 1996

8:00 AM to 6:50 PM

TIME	SUBJECT	PRESENTER
8:00-10:00	BEGIN THE BUSINESS SIMULATION IN THE BUSINESS MICRO LAB — R1E. 10 POINTS FOR COMPLETION, LESS IF NOT COMPLETED — PRINT OUT	MARK KLINGLER AND BOB NIXON
10:00 - 10:30	BREAK AND DISCUSSION ON MARKETING MIX AND INVENTORY MANAGEMENT	GUEST SPEAKER
10:30-12:00	MARKETING OPERATIONS DISCUSSIONS FINANCE DISCUSSIONS	GUEST SPEAKER
12:00- 1:30	LUNCH — SMALL BUSINESS OPERATIONS AND FINANCE SYSTEMS	GUEST SPEAKER
1:30- 3:00	SIMULATIONS AND OPERATIONS RESEARCH SKILLS FOR MANAGERS. PLAN AND CONSTRUCT A SIMULATION FOR MANAGERS USING VARIOUS TECHNIQUES.	GROUP PROJECT IN CLASS
3:00- 3:30	BREAK AND GROUP DISCUSSION ON SIMULATIONS	BOB NIXON
3:30- 5:00	CASE #2 "THE PURSUIT OF WOW" — VIDEO. SHOWING LEADERSHIP STYLES. OPEN DISCUSSION ON YOUR UNDERSTANDING OF THE ABOVE AND THE DIFFERENT LEADERSHIP STYLES.	TOM PETERS
5:00- 6:50	EXAMINATION — MID COURSE YOUR RESEARCH PROJECT ASSIGNMENT AND YOUR FINAL EXAMINATION REVIEW.	BOB NIXON

TENTATIVE COURSE OUTLINE

MANAGEMENT 280
SATURDAY, April 27, 1996
8:00 AM to 6:50 PM

PIMA COMMUNITY COLLEGE
Robert O. Nixon, Instructor
Office: R3 Phone: 884-6588

TIME	SUBJECT	PRESENTER
8:00- 9:00	VIDEO ON CONTROLS	BOB NIXON
9:00-10:30	MANAGING ORGANIZATION CULTURES AND CLIMATE	M KENIGSBERG
10:30-11:00	BREAK AND GROUP DISCUSSION ON CULTURE	M KENIGSBERG
11:00-12:00	INDUSTRIES PROBLEMS WITH COLLEGE GRADUATES	M KENIGSBERG
12:00- 1:00	LUNCH — BUSINESS SIMULATION WORK	BOB NIXON
1:00- 3:00	PRESENT ARTICLES - 10 POINTS	BOB NIXON
3:00- 3:30	BREAK AND DISCUSSION ON BUSINESS SIMULATION CONTROL	BOB NIXON
3:30- 4:30	CONTROL ON ORGANIZATIONAL BEHAVIOR — VIDEO DISCUSS CONTROLS, DEMING PAPER — IN CLASS	BOB NIXON
4:30- 6:50	DISCUSS RATIOS AND HOW TO EVALUATE AN ORGANIZATION IN TODAY'S WORLD — "BEYOND TOTAL QUALITY MANAGEMENT"	BOB NIXON

SUNDAY, April 28, 1996

8:00 AM to 6:50 PM

8:00- 9:00	UNDERSTANDING TOTAL QUALITY MGMT (TQM)	GUEST SPEAKER
9:00- 9:30	BREAK AND GROUP DISCUSSION ON TQM	BOB NIXON
9:30-12:00	PRESENT ARTICLES - 10 POINTS	STUDENTS
12:00- 1:00	LUNCH — HOW CAN SIMULATION (CONTROLS) HELP IN THE PRESENT EDUCATION PROBLEM — GROUP EFFORT	VIDEO
1:00- 3:00	STUDENT PROJECT PRESENTATIONS	BOB NIXON
3:00- 3:30	BREAK AND GROUP DISCUSSION PROJECT PRESENTATION	BOB NIXON
3:30- 5:30	THE PRODUCTIVITY DILEMMA — VIDEO MANAGING FOR PRODUCTIVITY — VIDEO	BOB NIXON
5:30- 6:50	FINAL EXAMINATION COMPLETION COURSE EVALUATION AND SUMMARY	BOB NIXON

MANAGEMENT FUNCTIONS (ACTIVITIES)

1. PLANNING: Road Map, where are we going and how do we get there?
2. ORGANIZING: What specific types of jobs do we need to run the organization?
3. STAFFING: What kinds of people skills do we need to fit the jobs?
4. DIRECTING: How do we lead the people to be successful?
5. CONTROLLING: How do we monitor or keep score to determine if we are actually doing what we have planned?

DEMING'S 14 POINTS
READ and LEARN

1. Create constancy of purpose toward improvement of product and service, with the aim to become competitive, stay in business, and provide jobs.
2. Adopt the new philosophy. We are in a new economic age, created by Japan. Western management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.
3. Cease dependency on inspection to achieve quality. Eliminate the need for inspection on a mass basis by building quality into the product in the first place.
4. End the practice of awarding business on the basis of price tag. Instead, minimize total cost. Move toward a single supplier for any one item on a long-term relationship of loyalty and trust.
5. Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.
6. Institute training on the job.
7. Institute leadership. The aim of leadership should be to help people, machines and gadgets to do a better job. Supervision of management is in need of overhaul, as well as supervision of production workers.
8. Drive our fear, so that everyone may work effectively for the company.
9. Break down barriers between departments. People in research, design, sales, and production must work as a team to foresee problems of production and in use that may be encountered with the product or service.
10. Eliminate slogans, exhortations, and targets for the work force that ask for zero defects and new levels of productivity.
11. Eliminate work standards (quotas) on the factory floor. Substitute leadership. Eliminate management by objective. Eliminate management by numbers, numerical goals. Substitute leadership.
12. Remove barriers that rob the hourly worker of his right to pride of workmanship. The responsibility of supervisors must be changed from stressing sheer numbers to quality. Remove barriers that rob people in management and engineering of their right to pride of workmanship. This means, inter alia, abolishment of the annual merit rating and of management by objective.
13. Institute a vigorous program of education and self-improvement.
14. Put everybody in the organization to work to accomplish the transformation. The transformation is everybody's job.

MAN 280
Organizational Management

Pima Community College
Instructor: R. O. Nixon

EARLY TEST
ESSAY TEST
(30 Points)

1. List and define each of the five major organizational management functions. Why is planning the "first" function? What are the five management skills? Define each one. (4 points)
2. How should you plan for your improvement and your career? Explain in detail, you may use a chart if you desire. Use a planning technique. (4 points)
3. What is the importance of planning to the operation of a business? What is the relationship of planning to the functions of organizing, staffing, directing and controlling? (4 points)
4. What factors influence the managerial planning environment? How does each affect the environment? Explain at least four tools or techniques available to help managers plan, such as budgets, etc. (4 points)
5. What is the Decision-Making Process? How should managers define the problem? How should they ask? Why? (5 points)
6. Define the formal organization and the informal organization. What are the three important benefits of the organizing process? How are leaders selected in the informal organization? Explain. (5 points)
7. In your opinion how should people be selected for positions in an organization. What are the four objectives of performance appraisal? (4 points)

- Use your MAN 110 textbook or see me for a traditional MAN 280 (to borrow).

THESE ARE IN LIBRARY FOR MAN280

ALL VIDEO TOPICS (For Traditional Management Course)

The Managerial World
Historical Perspectives
You As A Manager

Communicating
Planning and Management Process

Planning Techniques
The Planning Environment

Decision Making The Working Unit
Influence, Power and Authority

The Informal Organization
Organizational Communication

The Formal Organization

Human Resource Management
Building Commitment and Motivation

Managing Organization Conflict
Controlling

Financial Controls
Production and General Control

Control and Organizational Behavior
Managing Organizational Change

Managerial Stress
Survival and Advancement

The Productivity Dilemma
Managing for Productivity

Management and Society

International Management

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Course Outline

BUS 210 International Business SPRING 1996
Instructor: Robert O. Nixon Phone:PCC 884-6588
Dates: March 2 & 3, and 23 & 24, 1996, 8:00 AM - 6:50 PM

REQUIRED TEXTS: Winning in Foreign Markets, by Forzley
Export-Import, by Zodl
Export To Win, by Shaut

OPTIONAL TEXTS: Managing Cultural Differences, by Hoecklin
International Dimension of Management, by Phatak

Get into the habit of reading the international/world sections of The Wall Street Journal, the Arizona Daily Star/Citizen, USA Today, etc.

COURSE DESCRIPTION/SUMMARY: An introduction to international business focusing on the importance of cultural, economic, legal, political, sociological and strategic complexities that arise when business activities transcend international borders. Exposure to the tools and terms of international business. On hands simulation of exporting processes using the text Export-Import by Zodl. Includes the current basic Do's and Don'ts within various foreign business societies.

GRADE DETERMINATION:	Points Possible	Points Received
Exams 2 @ 50 points each	100	____
Winning in Foreign Markets	30	
Group Papers and Cases	60	____
Quizzes on "Export to Win"	30	____
"Export to Win Simulation" Report	20	____
Project	60	____
TOTAL POSSIBLE	300	YOUR TOTAL ____

270 - 300 = A 180 - 209 = D
240 - 269 = B 179 or less = F
210 - 239 = C

ATTENDANCE: Due to the short course duration, the student must attend all sessions to complete the course.

PARTICIPATION: Students must come prepared for each session and are expected to participate fully in all group exercises and class discussions.

METHOD OF INSTRUCTION: Group interaction and role playing, combined with lectures which will include guest speakers.

PREPARATION/ASSIGNMENTS: Students will be assigned various case studies, exercises, readings and problems to be completed. All assignments must be completed and/or turned in on time.

RESEARCH PROJECT: Each student must complete a research project on an approved subject. You will receive a handout concerning the project.

SCHOLASTIC ETHICS: Breaches in scholastic ethics such as cheating or plagiarizing will be dealt with severely. Students caught cheating or plagiarizing will receive a grade of "O" which will not be dropped when determining the final grade.

READ AND COMPLETE AS MUCH AS POSSIBLE THE TEXT "WINNING IN FOREIGN MARKETS' BY FORZLEY BEFORE COMING TO THE FIRST CLASS SESSION.

Please select your product or service and the country to which you will export. This will save you a lot of time and prevent worry. Remember that reading and filling in the text "Winning in Foreign Markets" is worth 30 points, so the more you can complete ahead of time the less work you will have at the end.

Regarding your Research Project — 60 points

Much of your research project will be done in class if you have selected your product or service and your country. There will be lots of previous student project samples for you to review in class. The "Export to Win simulation" can be done in class on our computers and your report on this effort can (if you desire) be written in class. This will be worth 230 points.

AMERICANS WITH DISABILITIES ACT: Reasonable accommodations, including materials in an alternative format, will be made for individuals with disabilities when a minimum of five working days advance notice is given. Contact the West Campus Disabled Student Resource Office.

BUS 210 INTERNATIONAL BUSINESS **SPRING 1996**
INSTRUCTOR: ROBERT O. NIXON

TEST NO. 1

Develop answers from your own knowledge and from your readings of the texts.

1. Explain how a company develops an appropriate cultural policy for its people to operate successfully in a foreign environment. (5 points)
2. Explain why you think U.S. organizations are less skilled in cross-cultural dealings than European companies. (5 points)
3. Explain, in detail, the international differences in language and your opinion on this subject. (5 points)
4. Explain, in detail, the international differences in education and your opinion on this subject. (5 points)
5. Explain, in detail, the international differences in religion and your opinion on this subject. (5 points)
6. How will the country (you select) affect your product or service. (5 points)
7. Explain the logistics process of working with a foreign customer. (5 points)
8. Explain the components to a foreign culture and how you should deal with each. (5 points)
9. List the steps in the strategic planning checklist and how you will use it. (5 points)
10. List at least nine (9) ways to reduce your culture shock when working in or with a foreign market. (5 points)

DATE: SATURDAY, MARCH 2 TIME: 8:00 A.M. - 6:50 P.M

TENTATIVE COURSE SCHEDULE

TIME	SUBJECT	PRESENTER
8:00 - 9:00	Course introduction and student input-your chosen country and why you are taking BUS210, etc.	Bob Nixon
9:00 - 10:00	Toffler's" Third Wave" Video, to see the big picture	Alvin Toffler
10:00 - 10:30	Break and group discussion on the Third Wave - Video	Bob Nixon
10:30 - 12:00	Review of test #1 and The Cultural/International Dilemma. Group exercise/paper 10 points.	Bob Nixon
12:00 - 1:30	Lunch and discussion on cultural differences	Guest Speaker
1:30 - 3:00	Students in groups to construct similar examples (as many as possible) of mixed Cultural Communication and what specifically should be done about it? 10 point paper.	All Students
3:00 - 3:30	Break and continued discussion and work on papers.	Bob Nixon
3:30 - 5:00	Video's on The U.S. Trade Deficit as presented on the Brinkley Sunday show and "The Basics of Exporting"	David Brinkley
5:00 - 5:30	Break and discussion on the above subject, also select your country of interest.	Bob Nixon
5:30 - 6:50	Review and completion of test #1 and all group papers for submission	Bob Nixon

DATE: SUNDAY, MARCH 3 TIME: 8:00 A.M. - 6:50 P.M.

8:00 - 9:00	Present/discuss your country of interest and why	Each Student
9:00 - 10:00	Begin work on your simulation "Export to Win"	Individual Student Effort
10:00 - 10:30	Break and Discuss	ISE
10:30 - 12:30	"Export to Win"	ISE
12:30 - 2:00	Lunch and Video "Doing Business in Mexico" and Joel Barker's video on "Discovering the Future: The Business of Paradigms" 10 Point Group Paper	Student Groups
2:00 - 3:30	CASE #1 - 10 POINTS Using the country profile for "France", Each student will select a section of this profile for their input into a **TOTAL GROUP EFFORT (VERBAL)**, The group effort will be to determine what could be exported to France and how France should be treated as a trading partner	All Students
3:30 - 4:00	Break and Case 1 Discussion	All Students
4:00 - 5:30	**Student project instructions and selections**. Also discussion on General Agreement on Tariffs and Treaties (GATT) and its importance. Video - "USA/Mexico Twin Plants"	Bob Nixon
5:30 - 6:50	Hand out Test No. 2 - Final Examination	Bob Nixon

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DATE: SATURDAY, MARCH 23

TIME: 8:00 A.M. - 6:50 P.M.

TIME	SUBJECT	PRESENTER
8:00 - 10:00.	"Going International" Part 2 Video (30 min) and review your workbook	Gail Grossetta International Facilitator
10:00 - 10:30	Break and Discussion of Exporting	Gail Grossetta
10:30 - 12:00	Global Marketing	Carolyn Rapp Larson's Corp. International Marketing
12:00 - 1:30	LUNCH Pass out handouts	Bob Nixon
1:30 - 2:30	"European Community" Video (30 min) Quiz on video	Bob Nixon
2:30 - 3:00	Break and discussion on the "EC"	Bob Nixon
3:00 - 4:00	"Managing Globally: International Trade" Video Where are we today? — (10 point group paper) NAFTA Handouts	Bob Nixon
4:00 - 5:00	"Japan's Corporate System" The Role of the Entrepreneur Video (30 min) Discussion	Bob Nixon
5:00 - 6:50	Quizzes on Simulation Export to Win	Bob Nixon

DATE: SUNDAY, MARCH 24

TIME: 8:00 A.M. - 6:50 P.M.

8:00 - 8:30	Review your workbook	Students
8:30 - 10:00	Trade Shows & European Marketing	Ivan Pavlakovic of Inter-Trade, Inc.& Assoc.
10:00 - 10:30	Break and Trade Show Discussion	
10:30 - 12:00	Trade Shows & European Marketing (Con't)	Ivan Pavlakovic of Inter-Trade, Inc.& Assoc.
12:00 - 1:00	Lunch	Bob Nixon
1:00 - 2:30	Case 2, Group Exercise, 10 points The Chinese Treasure Chest Submit Paper	Student Groups
2:30 - 3:00	Break and review Case 2	
3:00 - 5:00	Case 3, Group exercise Mini Dragons Video "Hong Kong" Answer questions and submit 10 points	All students
5:00 - 6:50	Present your Export Research Projects, Final Test, Workbooks and Simulation Paper	All students

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PIMA COMMUNITY COLLEGE

Pos 112. Accelerated Weekend Class
National and State Constitutions

Spring 1996
Prof. Kenski

Office Hours: (CBS 108)	Mon & Wed 8:30-10:30 a.m. Tue & Thu 11:30-12:00 Noon	Telephone: Office 884-6030 Home 297-2019
Class Dates:	Saturday March 2, Sunday March 3 Saturday April 13, Sunday April 14	Lectures: 8:00 a.m.-4:50 p.m. in BUS R2D, West Campus

Textbooks (Required): (1) The text and student handbook may be packaged together.
Wilson & DiIulio, *American Government: The Essentials*. Sixth Edition.
Wilson & DiIulio, *Student Handbook for American Government*.

Workbook (Required): (1) Arizona Government Workbook
(2) Constitution of the State of Arizona

Course Objective: A study of the origins and role of the American political system as one of the social systems which have great impact on the lives of persons in the United States and abroad. The focus is the constitutional origins of the United States and the impact of those origins on the dynamics of American politics today in terms of the changing socioeconomic and cultural environment within which the political system operates. A case study of Arizona's constitution and government provides an opportunity for contrast and comparison.

Course Description/Content: An overview of the American constitutional and political system: (1) its constitutional, cultural, and philosophical background, (2) the means for the people to influence the government, (3) the media, Congress, and president as policymakers, and (4) the courts as policymakers and analyses of civil rights and civil liberties. A separate assignment demonstrates the parallels and differences between the national system and the constitutional system of Arizona.

Attendance Policy: Students are expected at all sessions. Attendance is part of grading and is evaluated on participation, not just physical presence.

Missed Exams: There will be makeup exams given only when an excuse is presented to and accepted by the instructor. Makeups can be given by arrangement with the instructor. The makeup questions and format will be different from the tests which are given out in class. Exams turned in after the deadlines which are announced in class will have 10 points deducted from the initial total score based on number correct.

Nature of the Course: This course is a combination of text reading, lectures, video tapes, and group or individual projects completed in class. Students are also expected to complete a workbook on Arizona's Constitution and political system which must be turned in on April 14. There is an exam for each day's materials covering the material for each text chapter you are to read and the day's lectures. Each exam is given at the end of the class day and will consist of 60 multiple choice and true-false questions. More information will be given in class.

You will be reading 13 chapters from the Wilson-DiIulio text for the course, 7 for the first weekend and 6 for the second weekend. The calendar below tells you the order in which the chapters are presented. Each day's quiz covers the chapters for the day. The *Student Handbook* is crucial for the success of most students. Please read the attached page to maximize its benefits to you in testing. **It is very important that you read the assigned chapters after registering for the class. The chapters for each weekend should be studied thoroughly before the weekend class.**

Grading: The maximum points awarded for different activities and the grade scale are calculated as follows:

Attendance:	8 sessions	at 5 points each =	40 points
Videos:	10 reviews	at 3 points each =	30 points
Arizona Workbook:	Study Questions	at 50 points each =	50 points
Test Questions	240 questions	at 2 points each =	480 points

Grading Scale:

A = 540+ points

B = 480-539 points

C = 420-479 points

D = 360-419 points

F = below 360 points or failure to meet any one of the course requirements. This grade is also the penalty for cheating or plagiarism.

I = Incomplete. Given at instructor's discretion only. Usually requires 3 exams passed and 6 sessions attended.

Y = Unofficial Withdrawal. Given to students who come to only a session or two and are not active members of the class.

Note: Reasonable accommodation, including materials in an alternate format, will be made for individuals with disabilities when a minimum of five working days advance notice is given. Students requesting alternate formats must be registered and working with the West Campus Disabled Student Resource Office.

FIRST WEEKEND ACTIVITIES: MARCH 2-3

Readings: Before coming to class this weekend, you should read Chapters 2 through 8, in the Wilson-Dilulio text, *American Government: The Essentials*. You should use the *Student Handbook* for your test preparation.

Tentative Schedule: Saturday March 2
Subject: Legal, Cultural and Constitutional Environment of American Politics

Introduction to Class
Lecture: What is the Politics?
Lecture: The Constitution. Text Chapter 2.
BREAK
Video: In the Beginning
Lecture Federalism. Text Chapter 3.

LUNCH BREAK

Lecture: American Political Culture, Text Chapter 4.
Video: Adam Clayton Powell
BREAK
Class Project: Design Your Own Government

Exam One Handed Out

Tentative Schedule: Sunday March 3
Subject: Public Input into the Political System

Lecture: Public Opinion. Text Chapter 5.
Video: The Public Mind: Leading Questions
BREAK
Lecture: Political Participation. Text Chapter 6

LUNCH BREAK

Lecture: Political Parties. Text Chapter 7
Video: Classics of TV Campaign Advertising.
BREAK
Lecture: Voting & Elections. Text Chapter 8.
Video: The Twenty-Five Funniest Political TV Commercials

Exam Two Handed Out

SECOND WEEKEND ACTIVITIES: APRIL 13-14.

Readings: Before coming to class this weekend, you should read Chapters 10-12, and 14-16 in the Wilson-DiIulio text, *American Government: The Essentials*. You should use the *Student Handbook* for your test preparation.

Tentative Schedule: Saturday April 13
Subject: Major Policymakers

Lecture: The Media. Text Chapter 10
Video: The Public Mind: Illusions of News
BREAK
Lecture. The Presidency. Text Chapter 12.
Video: The Power Game: The President

LUNCH BREAK.

Lecture. Congress. Text Chapter 11.
Video. The Power Game: Congress.
BREAK
Class Project: Design Your Own TV Spots

Exam Three

Tentative Schedule: Sunday April 14
Subject: The Courts and Major Public Policies

Lecture: The Judiciary. Text Chapter 14.
Video: Inside the Supreme Court
BREAK
Lecture: The Meaning and Sources of Civil Rights and Civil Liberties

LUNCH BREAK

Lecture: Civil Rights. Text Chapter 16
Video: Eyes on the Prize
BREAK
Lecture: Civil Liberties. Text Chapter 15

Exam Four

Using Wilson-Dilulio, *Student Handbook for American Government: The Essentials*

With your text comes the *Student Handbook* which is one of the best we have seen for our texts in political science. There is a chapter in the *Handbook* for each chapter in the text. Each chapter has three major sections which are outlined below with comments on using them for best effect.

I. Reviewing the Chapter

  A. Chapter Focus. Read this before reading the chapter.

  B. Study Outline. Read each Roman Numeral section before reading the portion of the text it covers.

  C. Key Terms Match. Do this when you have read the whole chapter. Use the text to check up on the ones you don't know. Some terms will be on your tests.

  D. Did You Think That. . .? Ability to answer these indicates genuine mastery of the chapter. Some questions based on these will be on the tests.

  E. Data Check. These help you understand the charts and tables.

II. Practicing for Exams. Do it!

  A. True-False

  B. Multiple Choice

III. Applying What You've Learned

You may answer any one of these questions for the chapters on a single exam and add 5 extra credit points to your score on the exam.

PIMA COMMUNITY COLLEGE
SPE-120 BUSINESS & PROFESSIONAL COMMUNICATION
SPRING 1995

COURSE INFORMATION

Course Number: SPE-120
Course Title: Business & Professional Communication
Credit Hours: Three (3)
Transferability: Course will transfer to UA as COMM-112
Location: West Campus, CFA 166
Days & Time: Orientation - January 21, 1995 (AM only)
March 25 & 26, April 29 & 30 8AM - 6:30PM

INSTRUCTOR INFORMATION

Name: Angie Saavedra, M.A.
Phone: 297-3772
Office Hours: By Appointment

REQUIRED TEXT

Communicating at Work by Ronald Adler (4th Edition)

COURSE DESCRIPTION

An understanding of communication is central to the study of any organization of persons. Organizations are rich cultures where individuals exchange information, act out roles, rites, rituals and communicate to increase productivity and personal satisfaction. This course is designed around key communication principles that will be directly relevant to your organizational lives.

COURSE FORMAT

This course is designed to be most effective through the use of a discussion/lecture format. Lectures and discussions will be based upon the assumption that the assigned readings have been completed prior to class. Class participation is also a vital part of SPE-120 Business & Professional Communication.

COURSE POLICY

Attendance: Regular and prompt attendance is mandatory. No absences are allowed.

Withdrawal: Students may request a grade of"W" (Official Withdrawal) before ___________.

Conduct: Students are expected to read and abide by the PCC Student Code of Conduct and Scholastic Ethics.

Assignments: All assignments are due in class on the date assigned. No late assignments will be accepted.

All assignments must be completed in class before a student can receive a course grade.

Presenting material taken from another source as your own is plagiarism and will not be tolerated.

Written Work: All written work, other than exams, must be professional in appearance as well as content. Untyped work will not be accepted. Grammatical, typographical or spelling errors will reduce the grade awarded, as will lack of coherence or weak content. No folders or binders are needed. Papers should be submitted with a single staple in the upper left corner. Do not submit papers that are unstapled, unless it does not matter in what order some or all of the pages are read.

Examinations: No make-up exams will be given. Exams will include material from the text (regardless if discussed or not) and from lecture. The final is not comprehensive.

GRADING

Speech #1	15%	150 Points
Speech #2	15%	150 Points
Speech #3	20%	200 Points
Exam #1	15%	150 Points
Exam #2	15%	150 Points
Resume	05%	50 Points
Paper	15%	150 Points
	====	===========
	100%	1000 Points

1000 - 900 = A
899 - 800 = B
799 - 700 = C
699 - 600 = D
599 - 0 = F

COURSE OUTLINE AND SCHEDULE
(subject to change as needed)

DATE	TOPIC & ASSIGNMENT	READINGS
Jan. 21	Course Overview & Orientation	

* * *

Mar. 25	Introduction to Presentations	Ch 10
	Organizing Your Ideas	Ch 11
	Visual Aids	Ch 12
	Delivery	Ch 13
	Informative Presentations	Ch 14
	Impromptu Speech	
	Resume due at beginning of class	

Mar. 26	Speech #1	
	Comm Networks, Role Playing	Chs 1 & 2
	Exam #1	

*** BRING A SELF ADDRESSED STAMPED ENVELOPE - LEGAL SIZE**

* * *

Apr. 29	Speech #2	
	Paper due at beginning of class	
	Verbal, Nonverbal Communication	Ch 3
	Conflict	Ch 5
	Interviewing	Chs 6 & 7
	Persuasive Presentations	Ch 15

Apr. 30	Speech #3	
	Listening	Ch 4
	Group Communication	Ch 8
	Meetings	Ch 9
	Review of Course	
	Exam #2	

*** BRING A SELF ADDRESSED STAMPED ENVELOPE - LEGAL SIZE**

ASSIGNMENT DESCRIPTIONS

Impromptu Speech: You will be called upon to give a short speech on a topic provided to you. The speech will not be evaluated for a grade. It will be used to provide you with an opportunity to hone your speaking skills and gain confidence as a public speaker. Your impromptu will not be longer than two (2) minutes. No preparation is required for this assignment.

Critique: For each speech you will be required to critique another speaker. You will be provided with a form to complete that is worth 20 points of your grade. It does not affect the grade of the person you critique. This exercise is intended to help you become better at listening and giving feedback.

Speech #1: (4 to 6 minutes). Create a speech in which you instruct the class, a "How to...". You may select a topic covered in this course or one in which you have some expertise. Select a topic with which you are very comfortable. The focus of this speech is to create an instructional or demonstrative speech that is clear and organized well enough so that others may follow the process you present. Visual aids are not mandatory for this speech, but are certainly encouraged. An outline is due at the beginning of class. No references are required for this speech.
Speech = 100 Points
Outline = 30 Points
Critique = 20 Points

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150 Points

Speech #2: (5 to 7 minutes). This speech is informative and requires that you inform the class on a topic that you know well. It does not have to relate to business, although that is certainly encouraged. An outline is due at the beginning of class. A two-dimensional visual aid is required. At least two sources are required. The sources must be acknowledged in the speech and be included at the end of your outline.
Speech = 100 Points
Outline = 30 Points
Critique = 20 Points

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150 Points

Speech #3: (6 to 3 minutes). This speech is persuasive and requires that you attempt to persuade the audience. Once again you should select a topic you feel comfortable with, preferably business related, though it is not required. A two-dimensional visual aid is required. At least two sources are required. The sources must be acknowledged in the speech and be included at the end of your outline.
Speech = 150 Points
Outline = 30 Points
Critique = 20 Points

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200 Points

Exams #1 & #2: Both exams will consist of multiple choice, true/false, matching, and short answer questions. Questions will be taken from the textbook as well as any lecture material presented in class. You will be responsible for information from the textbook whether or not it was covered in class.

Resume: This assignment is worth 50 points. You may submit a resume you already have, as long as it is current. This does not have to be professionally done - typed is fine. Pages 151-156 in your text discuss the resume - please read.

There are several acceptable styles of resumes; which you choose is up to you. The following are the requirements you must include to earn full credit.

1) One page in length
2) Name, address and phone
3) Education
4) Work experience
5) Error free and neat in appearance

The following are optional:

1) Job/career objective
2) Skills and interests
3) Reference to references

Do not include:

1) Personal information (height, weight, age etc.)
2) Religious or ethnic associations/affiliations
3) Actual references

Written Paper: (4 to 6 pages). Select any topic covered in your textbook and write a paper that utilizes at least two (2) sources in addition to your textbook. Your paper should: (1) Present a basic understanding of the topic, and (2) Describe how the topic relates to business. The following guidelines will help:

Style: The particular style you choose is fine as long as you remain consistent throughout the paper. Please note the following when typing your final draft:

1) Everything is double-spaced, no single-spacing or skipping extra lines between paragraphs.

2) Margins should be (1) inch on all sides.

3) Page numbers should be centered at the bottom of the page, one inch from the bottom, no periods.

4) The title page needs to only include the title of your paper and your name.

5) The references should start on a new page with the word Reference centered at the top. Keep everything double-spaced.

6) To help catch grammatical and logical errors it helps to read your paper aloud to someone else, or have another read it to you. This works much better than simply reading it silently to yourself.

7) Carefully check your spelling, errors are unacceptable.

Your paper will be graded on creativity, your understanding of the topic, and your writing style.

Possible topics could include:
- The role of nonverbal communication in the work place.
- Communication in small groups.
- How conflict can affect a group or organization.
- The role persuasion plays in the work place.
- The importance of listening in the business setting.
- The effectiveness, or ineffectiveness of meetings.

These are just a few possibilities. Select a topic that interests you and then focus on one aspect of that topic to write your paper on, making sure to include two sources in addition to utilizing your textbook. Please ask me for clarification if you have any questions regarding this assignment.

GUIDELINES FOR SPEECH OUTLINES

Your outline should be typed and not longer than 2 pages.

To earn full credit include the following:

1) Your name and the title of your speech.
2) General and Specific purpose.
3) Very brief version of your introduction.
4) Thesis statement
5) Preview of Main Points.
6) Two to five (2-5) Main Points, written as sentences. Include subpoints.
7) Transitions: before first main point and between the remaining main points.
8) Review of Main Points.
9) Abbreviated version of your conclusion.
10) References.

No cover page is needed. If more than one page, please staple.

EXAMPLE OF OUTLINE FORMAT

I. Main Point #1
    A. Subpoint #1
    B. Subpoint #2
    C. Subpoint #3

II. Main Point #2
    A. Subpoint #1
    B. Subpoint #2
        1. Sub-Subpoint #1
        2. Sub-Subpoint #2

III. Main Point #3
    A. Subpoint #1
    B. Subpoint #2

Please note - If you have an "A" you must have a "B", if you have a "1" you must have a "2". The above is just an example; you may have more or less main points, subpoints, etc.

EXAMPLE OF AN OUTLINE

Skydivers: Afraid of Not Living
By: Angie Saavedra

General Purpose: To Inform

Specific Purpose: To provide information on skydiving to the audience.

Brief Introduction: Imagine the sensation of soaring over the Tucson landscape, without any wings, or being cooped up in an aircraft. If you really want to experience a great feeling, you'll want to learn more about skydiving.

Thesis Statement: Skydiving isn't just a recreational sport, it's a way of living.

Preview of Points: Skydiving includes: the actual sensation of diving, the atmosphere of the dive area, minimal money, and it is very safe.

Transition: First of all, most people want to know what skydiving is really like.

I. Skydiving is very stimulating.
    A. No sense of falling.
    B. No real sense of height.
    C. Feeling of sensory overload.

Transition: In addition to the feelings experienced while skydiving, you will also enjoy the atmosphere of the dive area.

II. The atmosphere of the dive area is a lot of fun.
    A. Many interesting people to support you.
    B. Sense of accomplishment when you've completed dive.

Transition: You may think this sounds great, but hey, I'm only a student, I can't afford to skydive.

III. The cost for skydiving is very reasonable.
    A. Several types of jumping and they vary in cost.
        1. Style A
        2. Style B
    B. Give estimates from local companies.

Transition: Now that you see you can afford skydiving, lets look at one final aspect - safety.

IV. Skydiving is one of the safest recreational sports.
    A. Compare incidents of fatalities in skydiving to driving your car.
    B. Instructors teach safety and ensure you know what to do.
    C. Look at Drop-Zone record.

Review of Points: So now you know that skydiving includes: the actual sensation of diving, the atmosphere of the dive area, minimal money, and it is very safe.

Abbreviated Conclusion: Skydiving is a wonderful way to really feel free. I hope you now have a better understanding of what makes skydiving so attractive to so many people.

References:

Gillespie, I. (March 1992). "Each Jump a Reminder to Live". Parachutist, p 6.

Poynter, D. (1989). Parachuting - The Skydiver's Handbook. Para Publishing: Santa Barbara. pp.7-80

The above fictional outline is meant to be a helpful guide for you to follow when writing your own outline. A well thought out outline tends to be a good sign of a well though out speech.

****

GENERAL REQUIREMENTS FOR SPEECHES

Length - Each speech varies. For every 10 seconds over or under you loose 1 point.

Outline - Your outline must be typed. It must be turned in at the beginning of class on the day of the speech.

References - Speeches that require references must have the sources presented in the speech as well as written in the outline.

Visual Aid - Speeches that require a VA must have a two-dimensional visual aid. This includes overheads, posterboards, and flip charts. Objects do not qualify as two-dimensional VA's - but they can be used to supplement your required VA.

Speaker's Notes - You are allowed to use up to (2) 3x5 notecards. You are to speak to the class, not read to them.

We will go over all of this, plus much more, in class.

PimaCommunityCollege

1 + 2 + 2 = 3

Orientation **Saturdays** **Sundays** **Credit Hours**

Pima Community College announces its Fall schedule of

ACCELERATED WEEKEND CLASSES.

You can attend classes for two non-consecutive weekends and earn three credit hours. For information call 884-6588.

Orientation: Saturday, August 26, 1995 — WC Student Center

CLASS INFORMATION SUBJECT TO CHANGE

Updated: 8-22-95

Course/Cr Hrs	Course Title	Instructors	Meeting Dates
ACC200 (90101)/3	Accounting on Microcomputer I	Doonan/Welch	9/16,23,30;10/7,14
ACC210 (90111)/3	Accounting on Microcomputer II	Doonan/Welch	9/16,23,30;10/7,14
BUS100 (91311)/3	Introduction to Business	Clark, R.	9/30;10/1,21,22
BUS151 (91341)/3	Mathematics of Business	Kenigsberg, M.	11/4,5;12/2,3
BUS205 (91361)/3	Statistical Methods in ECO/BUS I	May,D.	9/16,17,23,24,30;10/1,7,8
BUS210 (91351)/3	International Business	Nixon, R.	10/14,15;11/4,5
CSC100 (91021)/3	Intro/Computers-Info Systems	Staff	11/4,5,18,19;12/2,3
CSC100 (91051)/3	Intro/Computers-Info Systems	Tileston-Thart	9/23,24;10/7,8,21,22
CSC104 (91161)/3	Spreadsheets	Staff	9/23,24,30;10/1,7,8
CSC105 (91041)/3	Survey-Microcomputer Uses	Houck, A.	9/23,24,30;10/1,7,8
CSC105 (91101)/3	Survey-Microcomputer Uses	Schilling, R.	10/21,22;11/4,5,18,19
CSC107 (91671)/3	Macintosh Software Applications	Houck, D.	9/23,24,30;10/1,7,8
GEB099 (93451)/3	The Stock Market	Lazara, V.	11/4,5;12/2,3
HUM270 (94751)/3	Meditation	Irwin, R.	10/7,8,28,29
IBS135 (95251)/1	The International Career	Mitchell-Chavez	9/16
IBS140 (95241)/3	Basic Tech of International Trade	D'Andrea/Team	9/30;10/1,28,29
IBS150 (95211)/2	Cultural Shock Management	Grossetta, G.	10/21,22
IBS160 (95221)/1	Hosting Foreign BUS Personnel	D'Andrea, J.	11/18
MAN110 (95591)/3	Human Relations in BUS/Industry	Nixon Jr., R.	9/16,17;10/14,15
MAN122 (95611)/3	Supervision	Meyer, J.	10/7,8,28,29
MAN124 (95621)/3	Small Business Management	Clark, R.	10/28,29;11/18,19
MAN130 (95671)/3	Quality Systems Management	Leeming, M.	11/18,19;12/9,10
MAN270 (95651)/3	Computer Applic-Managers	Nixon, R.	11/4,5;12/2,3
MAN276 (95681)/3	Personnel Management	Wharton, C.	10/14,15;11/4,5
MAN278 (95851)/3	Labor & Management Relations	Lautaret, N.	11/18,19;12/9,10
MAN280 (95641)/3	BUS Organization & Management	Nixon, R.	11/18,19;12/9,10
MKT111 (96581)/3	Marketing	Lindsey, N.	10/7,8,28,29
MKT125 (96571)/3	Advertising	Ackerly, E.	11/18,19;12/9,10
POS112 (98291)/3	National & State Constitutions	Kenski, M.	10/7,8;11/4,5
PSY101 (98471)/4	Introduction to Psychology	Nixon Jr., R.	11/4,5,18,19;12/9,10
PSY270 (98501)/3	Meditation	Irwin, R.	10/7,8,28,29
SOC101 (99311)/3	Introduction to Sociology	Anderson, T.	9/23,24;10/21,22
SPE102 (99651)/3	Introduction to Oral Communication	Saavedra, A.	10/7,8;11/4,5
SPE120 (99661)/3	BUS & Professional Communication	Saavedra, A.	9/16,17;10/21,22
SPE120 (99671)/3	BUS & Professional Communication	Walker, K.	11/4,5;12/2,3
SSE150 (99741)/3	Introduction to Eating Disorders	Bonner, G.	9/23,24;11/18,19

SECTION 5

A General Discussion Of Accelerated Courses and Non-Traditional Education at Responding Post Secondary Schools in Canada and the United States

A total of 916 surveys were sent out to selected schools. Forty percent of the schools selected were taken from Dean East's book Teaching on Weekends, in Shopping Center, and by Television using the "Teaching on Weekends" section. The rest of the schools were selected, at random, from two and four year schools listed in the various post secondary school directories.

Of the 916 surveys sent, 424 were returned prior to the cut off date of March 1, 1996. Surveys still continued to arrive after the cut off date, but were not included in the study. Two-hundred-seventeen responded that they have accelerated courses and/or programs. The remainder stated they did not have accelerated courses. Thirty of these stated they were interested in starting, and requested more information and a copy of the completed study.

In addition to the survey, educators at 28 schools were interviewed by phone or in person to obtain the same information and to seek more qualitative data on this subject. Of the later schools, 90% did use accelerated courses and/or programs. These schools all found their accelerated courses or programs very successful and in demand. This percentage is also true of the surveys arriving after March 1, 1996, but which are not included in the statistical data base. Ninety percent of late arriving surveys offer accelerated courses/programs.

The schools surveyed and interviewed total 944 (916 surveyed plus 28 interviewed), which represents 25% of the approximate 3,800 accredited two and four year post secondary schools in Canada and the United States.

The positive survey responses total 217. The positive interview responses were 24. Together they total 241. This positive sample size indicated that a large portion of the total population of two and four year secondary schools have some types of accelerated courses and/or programs.

The 28 schools that were interviewed in person or by telephone resulted in much the same spread of information as the surveys. The majority did some type of course acceleration, but not enough to complete a degree program. The few that did not have accelerated courses did not feel this was a demand or had not explored their market to find out. The larger schools had a few disciplines that were using video, self-paced and accelerated teacher contact in combination for a specific course.

The question of how accelerated courses/programs are managed was answered in more detail through the interview process than through the surveys. To be specific, most people felt in order to get accelerated courses started at their school an initiating person or group was required. The majority at all levels did not feel that the accelerated mode of delivery would survive if it were left to the various academic departments at this time.

However, all of those interviewed agreed that it was up to the specific discipline to offer its courses in the accelerated mode. When accelerated courses or programs could be mainstreamed at a traditional post secondary school was, at present, unknown. It should be pointed out that there are many traditional schools that have branches on military bases or "off campus" that offer all the courses in an accelerated mode. For example, in the Tucson area alone, there are at least six. They are: Chapman University, Emory Riddle, Northern Arizona University, Park College, Prescott College, and Troy State of Alabama. In the larger cities across the United States there are many of these "off campus" branches of post secondary schools that offer students accelerated courses.

The interviews and some of the surveys pointed out the various types of resistance that still exist in many traditional schools. A very good example was returned in one of the surveys that reported that they offered no accelerated courses. The reason given was, "We don't do this as we believe it violated the letter and spirit of administrative regulations regarding unit credit laws. There is inadequate time for homework, class preparation, processing and reflecting in the course content/material." This is a very honest statement and one that is probably the foundation for the resistance to offering accelerated courses and programs at many traditional schools.

An interview on this subject with H. Earl Heuser, Ed.D., Executive Director of the Accredition Commission for Higher Education of the National Association of Private, Non-traditional Schools and Colleges (NAPNSC), revealed very interesting information on the traditional versus non-traditional dilemma and its evolution.

Dr. Heuser's hand out on the pros and cons of traditional versus non-traditional education is attached to this section. It offers the reader a brief history of non-traditional education. The appropriate contrasting statement listed in Dr. Heuser's hand out to the above "survey quote" might be: "Traditional education puts institutional and faculty needs first. Non-traditional education puts the student's needs first." This could be the simple basis of the difference between the two educational concepts.

The detailed correspondence of NAPNSC's on-going 20 year attempt to be fully recognized by the Council on Post secondary Accreditation (COPA) and the American Council on Education (ACE) reveals an obvious delaying tactic for the establishing of NAPNSC as an accreditation commission for private non-traditional schools and colleges. This is a macro example of traditional education's reluctance to fully recognize the existence of the need for some non-traditional education.

In April 1993, the COPA Board and its two allied constituencies comprising the technical regional and national specialized accrediting agencies, decided to dissolve the COPA umbrella organization effective December 31, 1993. Regroupings of the six regional agencies, and over 60 national, specialized agencies, resulted in the formation of the Council on Recognition of Post Secondary Accreditation (CORPA) in 1994. This action may have been instigated to defuse the famous COPA-Kellog Project to develop Evaluation Criteria and Procedures for the Accreditation of Non-traditional Education (1976-78). However, the COPA-Kellog Project is still regarded as one of the milestones in the continuing development of non-traditional education. (For additional data, see the attachment to this section.)

In all of the 28 interviews with faculty and administration of traditional schools only a few did not have any non-traditional systems and felt there was no need. It is difficult to understand why any insitution of higher learning in 1996 would not recognize the need for a variety of course and program delivery systems to meet the continuous changing life styles of some of its customers, especially, today, with the abundance of excellent books, paper, and articles on the subject. A few examples of such books include The Third Wave by Alvin Toffler, Prof Scam by Charles J. Skykes, Today's Myth and Tomorrow's Realities by Richard M. Millard, The Structure of Scientific Revolutions by Thomas S. Kuhn, and Transforming Higher Education by M. Dolence and D. Norris. All of these offer solid information about the changing process. They point out, each in its own way, the transformation of our culture from one that had been industrial based to a culture that is information based.

The purpose of this study, again, is to provide the reader with a source document on one aspect of non-traditional education delivery-accelerated courses and programs. This source document also endeavors to show how a great many post secondary schools have risen to that challenge, as well as using other non-traditional learning systems that are meeting the needs of a growing, "high tech, high touch" society.

For example, at Pima Community College during the fall 1995 semester 18% of the students were enrolled in regular weekend courses (16 weeks) and accelerated weekend courses (2-4 weeks). Those enrolled in only accelerated weekend courses was 3.5%. This does not include those students enrolled in telecourses, open entry-open exit, in self-paced courses. However, if these students were added to the students following the weekend format the total would be over 36% using some form of "Non Traditional Learning System." It is safe to say that there are many two and four year schools in Canada and the U.S. that would be near or higher than this example.

Some schools interviewed with accelerated courses were: Chapman University, Emory Riddle, Northern Arizona University, Park College, Prescott Collge, Troy State of Alabama, University of Arizona Extended Campus, Colorado Christian University, Mesa State College, and Indiana University-Purdue University Indianapolis.

ACCREDITING COMMISSION FOR HIGHER EDUCATION
of the
National Association of Private, Nontraditional Schools & Colleges
(NAPNSC)

182 Thompson Road • Grand Junction, Colorado 81503 • (970) 243-5441

. Earl Heusser, Ed.D.
Executive Director

NONTRADITIONAL EDUCATION

Some simplistic statements, and also some partly true or somewhat biased statement(s) contrasting nontraditional with traditional education, have been as follows:

1. Traditional educators are concerned with process regardless of the outcome. Nontraditional educators are concerned with outcomes regardless of the process.

2. Traditional college students are 18 to 22 years of age and attend classes on week days. Nontraditional college students are 35 to 55 years of age and attend classes evenings and weekends.

3. Traditional education involves internal'students attending resident classes conducted by internal faculty members on a campus. Nontraditional education involves external students studying independently under advisement of an external mentor at a distance from the institution's homebase.

4. Traditional education places responsibility on the instructor. Nontraditional education places responsibility on the student.

5. Traditional education is antiquated and obsolete. Nontraditional education is part of a new experimental age.

6. Traditional education is taking new courses or re-taking old courses for academic credits. Nontraditional education is interpreting and evaluating a student's prior work experience for academic credits.

7. Traditional education provides standard curricula with programs which are identical or comparable to similarly titled programs across the land. Nontraditional education provides new or unique, special purpose curricula in programs not commonly available from traditional institutions.

8. Traditional education is prescribed for the student by the institution. Nontraditional education provides for some self prescribed curriculum as input from the student in a learning contract with the institution.

9. Traditional education puts institutional and faculty needs first. Nontraditional education puts the student's needs first.

10. Traditional schools have fostered a "finished" education in a prescribed number of years as preparation to enter the work force. Nontraditional education espouses lifelong re-entries in learning modes and goals for upgrading or retraining as circumstances change.

11. Traditional college education has been designed for uninterrupted filling up with knowledge by internal, full-time students. Nontraditional college education advocates intermittent learning with its application in the real workplace using acquired knowledge and skills by external, working, part-time students.

12. Traditional college education has been inclined to pronounce extinction of courses by arbitrarily decreed life spans (5-7 years) requiring the retaking of presumably updated courses of the same or a similar title. Nontraditional college education claims to provide for students to close gaps in the currency of their education, resulting from the continuing knowledge explosion, through independent preparation as needed for challenge examination.

13. Traditional college level education requires expansive buildings and grounds including classrooms, stadiums and massive, bound library holdings at central campuses. Nontraditional college level education endeavors to utilize already existing and some new physical facilities for distributive purposes at near and far away places nationally and internationally.

14. Traditional education provides academic faculty members and counselors, and literary resources at central campus locations for in-person, resident student and faculty interactions. Nontraditional education designs equitable national and international distributions of human and literary resources utilizing electronic retrieval, and an evolving electronic media technology including teleconferencing and computer-modem inter-communications for external students, faculty and institutional monitoring branch offices.

15. In traditional education, accountability for consistent, specific degree program content is usually entrusted to individual academic faculty members. Accountability for consistent, comparable meaning and content of certificate and degree programs must be facilitated in nontraditional education, by development and maintenance of criterion baselines in all courses or learning modules, for criterion referenced assessment of learning outcomes.

While there are significant elements of truth in most of the above dichotomous characterizations, they are black and white statements which do not acknowledge gradations or overlapping between the paired extremes of these features in a great many institutions across the country.

Most nontraditional institutions or programs are an expression of one or a combination of two or more of the above nontraditional features.

The delivery system of external-distance learning programs usually includes some form of independent study with their assessments including proctored examination(s). Some critical realities are:

1. Additional quality assurance and control check points are usually required due to reduced faculty-student contact.

2. Not all academic-professional disciplines can be appropriately or adequately delivered as external distance learning.

3. Structure and detail of prescription of curriculum and lessons, in student study guides, are usually superior in external-distance delivery.

A summation of definitive comparisons of Nontraditional and traditional education could be stated as follows:

Traditional education places primary emphasis on processes, capital outlay and amassing academic credits, with a lesser emphasis on learning outcomes. Nontraditional education places primary emphasis on learning outcomes and accommodating to student's available learning circumstances, with a lessor emphasis on process and resident campus settings.

Nontraditional education is a dynamic catalyst on the leading edge of educational change. It is the responsibility of nontraditional educators and accreditors to validate and continually strengthen the increasingly diverse and flexible time-space of the teaching-learning strategies of nontraditional education.

It is exciting and rewarding to be a student-participant in the inexorable nontraditional education movement; it presents an opportunity to contribute to its integrity and to benefit from its challenging, sound preparation in a chosen academic or professional-technical discipline.

Historical Perspective

1835 The external-distance learning concept, the mode of delivery most commonly associated with nontraditional education, was first introduced by the University of London in 1835. The University devised its initial simple procedure for enrollment and examination of university age students who resided and worked in any of the distant colonies in the far flung British Empire, and who had not had an opportunity for a university level education. The concept was imitated and elaborated upon by other educators in Great Britain, and in Mediterranean, Asiatic and African countries. Most present day cosmopolitan Universities offering external degree programs have based parts of their delivery systems on the University of London's initial model, and subsequent models refined over the past 160 years.

BEST COPY AVAILABLE

1968	The Carnegie Commission on Higher Education conducted country-wide research revealing the changing needs of undergraduate through graduate level students.
1971-73	Formation of the Commission on Nontraditional Study and the book Diversity By Design by Samuel Gould, both focused on identification of the needs, kinds and purposes of nontraditional study.
1974	New awareness of nontraditional concepts, followed by burgeoning freestanding nontraditional institutions in the 1960's, triggered the need for their quality assurance and control through a specialized accrediting process. Founding of the Accrediting Commission of the National Association of Private, Nontraditional Schools & Colleges (NAPNSC) was in April, 1974. The NAPNSC Commission's continuing development has provided an alternative accrediting agency with structured guidelines and stringent criteria for identification of legitimate. nontraditional institutions in the private sector.
1976-78	Mounting diversity of unmet needs of undergraduate and graduate students resulted in pressures upon the American Council on Education (ACE) and the Council on Postsecondary Accreditation (COPA). Funding support from the Kellogg foundation combined with a survey research design and broad regional participation within COPA brought about the 2-year COPA-Kellogg Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education (1976-78).

In April, 1993, the COPA Board and its two allied constituencies comprising the traditional regional and national specialized accrediting agencies, decided to dissolve the COPA umbrella organization effective December 31, 1993. Regroupings of those six regional agencies, and over 60 national, specialized agencies, resulted in the formation of the Council on Recognition of Postsecondary Accreditation (CORPA) in 1994. However, the COPA-Kellogg Project is regarded as one of the milestones in the continuing development of nontraditional education.

H. Earl Heusser, Ed.D., Executive Director,
Accrediting Commission of the National Association
of Private. Nontraditional Schools & Colleges (NAPNSC)

3/95

SECTION 6
A Directory of 217 Post Secondary Two and Four Year Traditional Institutions Offering A Variety of Accelerated Courses and Programs in Canada and The United States

CANADA

SIMON FRASER UNIVERSITY
Director, Continuing Studies
Burnaby
British Columbia V5A 1S6
CANADA
(604) 291-4693

PUBLIC UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Bachelor of General Studies, M.B.A.

Courses Offered: Business, Education, General Studies

Budget: Under contract agreement with employers administered through Continuing Studies and Faculty of Arts.

Approximate percentage on types of students:

Working adults (+25 years)	95%

Example of hours per day and number of days for courses:
General Studies for 8 hours per day for 12 days on Thursday, Friday, and Saturday.

Courses managed by each department.

Fall 1995, 68 enrolled in 34 courses.

Orientation Required.

No Additional Fees.

UNITED STATES

ALABAMA

AUBURN UNIVERSITY AT MONTGOMERY
Dean, Continuing Education
7300 University Drive
Montgomery, AL 36117-3596
(205)244-3338

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Biology, Business, Education, History, Humanities, Logic, Math, Political Science, Psychology, Sociology, Speech, Writing

Budget: Seperate weekend course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	15%
Women returning to workforce (+25 years)	10%
Working adults (+25 years)	75%

Example of hours per day and number of days for courses:
Philosophy for 4 hours per day for 10 days.

Promotional methods used are college schedule, direct mail, local television and radio, and local newspaper.

Courses managed as a separate function.

Fall 1995, 698 enrolled in 36 courses.

No Orientation Required.

No Additional Fees.

BREWER STATE JUNIOR COLLEGE
Marketing/Public Relations
2631 Temple Avenue, North
Fayette, AL 35555
(205) 932-3221

JUNIOR COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art, Biology, Math

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	70%
Other	30%

Example of hours per day and number of days for courses:
Biology for 6 hours per day for 10 days.

Promotional method used is schedule being delivered as a direct mail flyer.

Courses managed by each department.

Fall 1995, 317 enrolled in 3 courses.

No Orientation Required.

No Additional Fees.

GADSDEN STATE COMMUNITY COLLEGE
Director of Lifelong Learning
Box 227 1001 Wallace Drive
Gadsden, AL 35902-0227
(205) 549-8231

PUBLIC 2 YEAR COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Winter quarter

Courses Offered: Courses vary.

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	60%
Working adults (+25 years)	40%

Example of hours per day and number of days for courses:
Biology 103/Lab for 5 hours for 10 days.

Promotional methods used are college schedule, college newspaper, college radio or

television, local newspaper, and direct mail.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

SHELTON STATE COMMUNITY COLLEGE

Marketing/Public Relations
1301 15th Street East
Tuscaloosa, AL 35404
(205) 759-1541
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: History, Math, Psychology, Speech, Business Law
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	80%
Working adults (+25 years)	20%

Example of hours per day and number of days for courses:
All Saturday classes are from 8:00 a.m. - 10:40 a.m. for 16 sessions.
Promotional methods used are college schedule and college newspaper.
Courses managed by each department.
Fall 1995, 80 enrolled in 4 courses.
Orientation Required.
No Additional Fees.

TROY STATE UNIVERSITY AT DOTHAN

Dean of Special Programs
3601 US Highway 231 North
Dothan, AL 36304
(205) 983-6556, ext. 304 or 305
STATE UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.S.B.A.-General Business, B.S.-Criminal Justice, B.S. Ed-Elementary Education, M.S.-Counseling and Psychology
Courses Offered: Business, Criminal Justice, Counseling, Psychology, Elementary Education
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	33%
Women returning to workforce (+25 years)	39%
Working adults (+25 years)	67%

Example of hours per day and number of days for courses:
Business for 4 hours per day for 10 days.
Courses managed as a separate department.
Fall 1995, 470 enrolled in 27 courses.
No Orientation Required.
No Additional Fees.

UNIVERSITY OF ALABAMA

Coordinator Academic Programs
PO Box 1280
Gadsden, AL 35902
(205) 546-2886
STATE UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Ed.S. Educational Leadership
Courses Offered: Biology, Education, Humanities, Languages, Math, Writing
Budget: Separate weekend budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	<1%
Women returning to workforce (+25 years)	90%
Working adults (+25 years)	9%

Completed portfilo or special projects requirement varies.
Promotional methods are direct mail, flyers, and word of mouth/reputation.
Course managed by Continuing Studies.
Fall 1995, 650 enrolled in 25 courses.
Orientation requirement varies.
No Additional Fees.

ALASKA

UNIVERSITY OF ALASKA FAIRBANKS

Director, Instructional Services
Pouch 400
Nome, AK 99762
(907) 443-2201
STATE UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Fall, Spring
Courses Offered: Art, History, Languages, Speech
Budget: Separate accelerated department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	50%
Women returning to workforce (+25 years)	25%
Working adults (+25 years)	50%

Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are bulletin boards, local newspaper, local television and radio, direct mail, flyers, and businesses.
Courses managed by each department.
Fall 1995, 167 enrolled in 20 courses.
Orientation Required.
No Additional Fees.

ARIZONA

CENTRAL ARIZONA COLLEGE DISTRICT
Vice President for Education Program Service
8470 North Overfield Road
Coolidge, AZ 85228
(602) 426-4200
COLLEGE DISTRICT

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Biology, Business, Chemistry, History, Management, Math, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	15%
Women returning to workforce (+25 years)	15%
Working adults (+25 years)	70%

Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are college schedule and flyers.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

COCHISE COLLEGE
Continuing Education Director
901 North Colombo
Sierra Vista, AZ 85635
(602) 364-7943
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: 12 months a year
Courses Offered: Accounting, Business, Computer Information Topics, English, Languages, Management, Math, Pilot Ground School, Sociology, Unmanned Aerial Vehicle, Writing
Budget: As one of CPD's Budgets.
Approximate percentage on types of students:

Working adults (+25 years)	50%
Military	50%

Example of hours per day and number of days for courses:
CIS for 9 hours per day for 5 days to earn 3 credit hours.
Completed portfolio or special projects will be required between the non-consecutive weekend or days.
Promotional methods used are personal contact and college schedule.
Courses managed by Center For Professional Development.
Fall 1995, 200 enrolled in 10 courses.
No Orientation Required.
Additional Fees.

GATEWAY COMMUNITY COLLEGE
Continuing Education Director
108 North 40th Street
Phoenix, AZ 85034
(602) 275-8500
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Automotive, Biology, Business, Chemistry, Computers-Software, English, Heating, Ventilation, Air Conditioning, Math, Psychology, Sociology, Success Orientation
Budget: Regular buget.
Example of hours per day and number of days for courses:
Biology for 2 hours and 45 minutes for 2 days.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

MOHAVE COMMUNITY COLLEGE
Continuing Education Director
1971 Jagerson Avenue
Kingman, AZ 86401
(602) 757-4331
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: A.A. in Liberal Arts
Courses Offered: Art, Biology, History, Humanities, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department and separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	80%
Women returning to workforce (+25 years)	10%
Working adults (+25 years)	10%

Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local newspaper, and local television and radio.
Courses managed as a separate accelerated course department.
Fall 1995, 75 enrolled in 3 courses.
No Orientation Required.
No Additional Fees.

PIMA COMMUNITY COLLEGE DISTRICT
Coordinator, Weekend College
2202 W. Anklam Road, R3A
Tucson, AZ 85709-0260
(520) 884-6588

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Accounting for Direct Employment, Office Education, Business Administration for Direct Employment

Courses Offered: Accounting, Art, Business, Computer Science, Health Education, Hospitality, Humanities, Management, Marketing, Political Science, Psychology, Sociology, Speech, Training for Special Education

Budget: Separate accelerated weekend course budget, a percentage from each department, and instructor fees from their department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	25%
Women returning to workforce (+25 years)	68%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:

Business functions for 10 hours per day for 4 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are bulletin boards college newspaper, college television, college schedule, communication, and flyers.

Courses managed as a separate accelerated weekend course function and by each department.

Fall 1995, 670 enrolled in 35 courses.

Orientation Required.

Additional Fees.

RIO SALADO COMMUNITY COLLEGE

Dean of Instruction, Academic Studies
640 N. First Avenue
Phoenix, AZ 85003
(602) 223-4280

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Associate of Arts Degree, Associate of General Studies

Courses Offered: Accounting, Biology, Business, Chemical Dependency, Computers, English, History, Humanitites, Languages, Math, Music, Political Science, Psychology, Sociology, Speech, Writing

Budget: Operating funds from either Occupational or Academic Departments.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	5%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:

Academic Programs for 8 hours per day for 4 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, local newspaper, college schedule, flyers, and in person presentations.

Courses managed by Occupational or Academic Departments.

Orientation Required.

No Additional Fees.

ARKANSAS

RICH MOUNTAIN COMMUNITY COLLEGE

Marketing/Public Relations
601 Bush Street
Mena, AR 71953
(501) 394-5012

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Courses Offered: Business, Physics

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	30%
Working adults (+25 years)	70%

Example of hours per day and number of days for courses:

Physical/Science and Lab, Friday 5:00-9:00 p.m. for 6 weekends.

No completed portfolio or special projects required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, local television and radio, and communicating.

Courses managed by each department .

Fall 1995, 30 enrolled in 2 courses.

Orientation Required.

No Additional Fees.

SOUTHERN ARKANSAS UNIVERSITY

Director, Continuing Education
Box 1240/HWY 19 North
Magnolia, AR 71753-5000
(501) 235-4005

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Bachelor's program with only courses in the major field.

Courses Offered: Education, Industrial Technology, Logic

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Graduates	95%

Example of hours per day and number of days for courses:
Education functions on Friday and Saturday.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule and businesses.
Courses managed as a separate accelerated course department.
Fall 1995, 39 enrolled in 8 courses.
No Orientation Required.
Additional Fees.

WESTARK COMMUNITY COLLEGE
Chair of Business
Grand At Waldron Road
Fort Smith, AR 72913
(501) 785-7340
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Business, General Computing, Management, Office Administration
Budget: Percentage from each department.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	20%
Working adults (+25 years)	50%
Business Paid Employers	30%

Example of hours per day and number of days for courses:
Computer Software, 5:25-6:40 p.m. for 10 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are flyers, direct mail, businesses, local newspaper, college radio or television, bulletin boards, college schedule, college newspaper, local television and radio, and communication.
Courses managed by each department.
Fall 1995, 400 enrolled in 25 courses.
No Orientation Required.
No Additional Fees.

CALIFORNIA

BUTTLE COLLEGE
Martketing/Public Relations
3636 Buttle Campus Drive
Oroville, CA 95965-8399
(916) 895-2511
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer, Winter
Courses Offered: Accounting, Biology, English, Geography, Health, History, Humanities, Math, Music, Philosophy, Physical Education, Political Science, Psychology, Sociology, Speech
Budget: By department.
Example of hours per day and number of days for courses:
Computer Science, 8 a.m.- 12 noon on Wednesday.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are bulletin boards, businesses, college schedule, direct mail, flyers, local newspaper, and local television or radio.
Courses managed with assistance from the Office of Instruction.
Fall 1995, 2000 enrolled in 90 courses.
No Orientation Required.
No Additional Fees.

CALIFORNIA LUTHERAN UNIVERSITY
Director of Continuing Education
60 West Olsen Road
Thousand Oaks, CA 91360-2787
(805) 493-3130
PRIVATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer, Winter
Programs Offered: Accounting, Business, Computer Information Systems, Computer Science
Courses Offered: Accounting, Business, Computer Information Systems, Computer Science
Budget: Separate accelerated course department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	5%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:
Course varies for 3.5 hours per day for 1 day per week for 11 weeks.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are direct mail, local newspaper, college visits, businesses, flyers, college schedule, local television and radio, and college radio or television.
Courses managed as a separate accelerated course department.
Fall 1995, 437 enrolled in 29 courses.
No Orientation Required.
No Additional Fees.

CONCORDIA UNIVERSTIY
Vice President, Continuing Education
1530 Concordia
Irvine, CA 92715
(714) 854-8002, ext. 324
PRIVATE COLLEGE (LUTHERAN)
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Education, Management, Theology
Budget: Continuing Education.
Approximate percentage on types of students:
Working adults (over 25 years) 100%
Example of hours per day and number of days for courses:
Management for 4 hours per day for 5 days.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are local newspaper, flyers, local television and radio, and college schedule.
Courses managed by College of Continuing Education.
Fall 1995, 150 enrolled in 30 courses.
No Orientation Required.
No Additional Fees.

CUYAMACA COLLEGE
Director of Weekend College
2950 Jamacha Road
El Cajon, CA 92019-4304
(619) 670-1980, ext. 252
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Business, Computer Information Systems, Elementary Education, Paralegal, Real Estate
Courses Offered: Accounting, Art, Biology, Business, Computer Applications, History, Humanities, Management, Math, Music, Paralegal, Political Science, Psychology, Real Estate, Sociology, Speech, Writing
Budget: Separate accelerated course budget for manager and by general instruction budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	3%
Women returning to workforce (+25 years)	7%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:
Family Law, 8 a.m. - 3:00 p.m., Saturday for 6 weeks.
No Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are local radio, college schedule, flyers, and community education bulletin mailed to all homes.
Courses managed as a separate accelerated course department.
Fall 1995, 500 enrolled in 25 courses.
Orientation Required.
No Additional Fees.

FRESNO CITY COLLEGE
Marketing/Public Relations
1101 East University
Fresno, CA 93741
(209) 442-4600
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Art, Business, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
English for 3 hours per day for 19 days.
No Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local television and radio, local newspaper, and flyers.
Courses managed by each department.
Fall 1995, 1500 enrolled in 50 courses.
No Orientation Required.
No Additional Fees.

HOLY NAMES COLLEGE
Dean, Academic Affairs
3500 Mountain Blvd.
Oakland, CA 94619
(510) 436-1040
CATHOLIC LIBERAL ARTS COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Winter
Programs Offered: Bachelor of Arts in Business, English, Humanities, Human Services, Liberal Studies, Psychology
Courses Offered: Accounting, Art, Biology, Business, English, History, Management, Math, Music, Psychology, Sociology, Writing
Budget: Percentage from each department.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are bulletin boards, businesses, college newspaper, and local newspaper.
Courses managed by each department.
No Additional Fees.

LOS ANGELES CITY COLLEGE
Marketing/Public Relations
855 North Vermont Avenue
Los Angeles, CA 90029
(213) 669-4000
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Agriculture, Biology, Geography, Industrial Technology, Oceanography

Budget: As a department hourly rate.

Approximate percentage on types of students:

Traditional college students (18-25 years)	60%
Women returning to workforce (+25 years)	30%
Working adults (+25 years)	10%

Example of hours per day and number of days for courses:
Agriculture 621 for 8 hours per day for 5 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, announcements in related classes, and flyers.

Courses managed by each department.

Fall 1995, 152 enrolled in 9 courses.

Orientation Required.

No Additional Fees.

LOS ANGELES MISSION COLLEGE
Marketing/Public Relations
1212 San Fernando Road
San Fernando, CA 91340
(818) 365-8271
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Courses Offered: Accounting, Biology, Environmental Science, Humanities, Logic, Music, Political Science, Philosophy, Psychology, Sociology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	5%
Working adults (25 years)	85%

Complete portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, direct contact, bulletin boards, businesses, and flyers.

Courses managed by a separate accelerated course department.

Fall 1995, 908 enrolled in 4 courses.

Orientation Required.

No Additional Fees.

MARYMOUNT COLLEGE
Director, Weekend College
30800 Palos Verdes Drive E
Rancho Palos Verdes, CA 90274
(310) 377-7742
CATHOLIC LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.S. in Business, Education, and Information Systems. B.A. in Business, Economics, English, History, Psychology

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Computer Science, Drama, Economics, Education, English Literature, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Philosophy, Physics, Political Science, Psychology, Religious Studies, Sociology, Speech, Writing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	7%
Working adults (+25 years)	93%

Example of hours per day and number of days for courses:
Psychology for 2.5 hours per day for 12 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, communication, local newspaper, local television and radio, and businesses.

Courses managed by each department.

Fall 1995, 1166 enrolled in 77 courses.

No Orientation Required.

No Additional Fees.

MONTEREY PENINSULA COLLEGE
Marketing/Public Relations
980 Fremont Street
Monterey, CA 93940-4799
(408) 646-4060
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses offered: Police Academy

Budget: Separate accelerated course budget.

Example of hours per day and number of days for courses:
Police for 8 hours per day for 50 weeks.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local newspaper, and local television or radio.

Courses managed as a separate accelerated course department.

Fall 1995, 50 enrolled in 30 total units.

Orientation Required.

Additional Fees.

MOUNT ST. MARY'S COLLEGE
Director, Weekend College
12001 Chalon Road
Los Angeles, CA 90049
(310) 471-9502
PRIVATE WOMEN'S COLLEGE (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.A. in Liberal Arts, B.S. in Business Administration

Courses Offered: Accounting, Art, Biology, Business, History, Humanities, Logic, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	2%
Women returning to workforce (+25 years)	3%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:

Freshman English for 6 hours on Saturday and Sunday for 6 weekends.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, flyers, and local newspaper, and local television or radio.

Courses managed as a separate accelerated course department.

Fall 1995, 250 enrolled in 30 courses.

No Orientation Required.

No Additional Fees.

RIO HONDO COMMUNITY COLLEGE
Weekend College Supervisor
3600 Workman Mill Road
Whittier, CA 90608
(310) 695-7070
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Business, Hazardous Material Tech., Police and Fire Science, Psychology, Writing

Budget: Percentage from each department.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule and flyers.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

RIVERSIDE COMMUNITY COLLEGE
Marketing/Public Relations
4800 Magnolia Avenue
Riverside, CA 92506
(714) 684-3240
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Anthropology, Art, Auto Tech, Computer Information Systems, Drama, Economics, History, Humanities, Management, Math, Office Administration, Philosophy, Physical Education, Political Science, Psychology, Sociology, Speech, Writing

Budget: General Fund.

Example of hours per day and number of days for courses:

Psychology for 2.25 hours per day for 24 days for 6 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Courses managed by each department.

Fall 1995, 3500 enrolled in 113 courses.

No Orientation Required.

No Additional Fees.

TALBOT SCHOOL OF THEOLOGY
Dean, Continuing Education
13800 Biola Avenue
La Mirada, CA 90639
(310) 903-4713
PRIVATE THEOLOGY SCHOOL

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art, History, Literature, Management, Psychology, Spanish, Theological Studies

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Women returning to workforce (+25 years)	10%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:

Courses proceed for 4 hours per week for 8 weeks for a total of 8 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local radio, flyers, direct mail, and bulletin boards.

Courses managed as a separate accelerated course department.

Fall 1995, 64 enrolled in 4 courses.

Orientation Required.

No Additional Fees.

UNIVERSITY FOR THE PACIFIC

Dean, Lifelong Learning
3601 Pacific Avenue
Stockton, CA 95211
(209) 946-2424

PRIVATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Extension credit courses offered on weekends and evenings, January Term, and Summer.

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing (Courses vary depending upon semester need).

Budget: Separate accelerated course department.

Example of hours per day and number of days for courses:

Biological Science offered in the January Term for 3.5 hours per day for 14 days.

No complete portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college newspaper, direct mail, and posters on campus.

Courses managed as a separate accelerated course department.

No Orientation Required.

Additional Fees.

WOODBURY UNIVERSITY

Vice President, Extended Studies
7500 Glenoaks Boulevard
Burbank, CA 91510-7846
(818) 767-0888

PRIVATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Programs Offered: B.S. Business Administration

Courses Offered: Accounting, Art, Biology, Business, Drama, History, Humanities, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:

Accounting for 3.5 hours per day for 1 day per week.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, direct mail, community relations representative visiting community colleges, local television and radio, flyers, bulleting boards, and businesses.

Courses managed by each department and as a separate weekend function.

Fall 1995, 885 enrolled in 70 courses.

No Orientation Required.

No Additional Fees.

COLORADO

COLORADO STATE UNIVERSITY

Spruce Hall
Fort Collins, CO 80523

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Psychology

Budgeted: Percentage from each department.

Example of hours per day and number of days for courses:

Psychology for 8 hours per day for 4 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional method used is college schedule.

Course managed by each department.

No Orientation Required.

No Additional Fees.

FRONT RANGE COMMUNITY COLLEGE

Marketing/Public Relations
3645 West 112th Avenue
Westminster, CO 80030
(303) 466-8811

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Chemistry, Computers, English, Geography, Humanities, Literature, Math, Music, Psychology, Speech, Writing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	70%
Women returning to workforce (+25 years)	30%
Working adults (+25 years)	30%

Example of hours per day and number of days for courses:

Chemistry 101 for 2 hours and 15 minutes for 4 days for a total of 4 weeks.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, college schedule, flyers, local newspaper, college newspaper, bulletin boards, businesses, college radio and television, and local television or radio.

Courses managed by each department.
Orientation Required.
No Additional Fees.

RED ROCKS COMMUNITY COLLEGE

Marketing/Public Relations
13300 West Sixth Avenue
Lakewood, CO 80401-5398
(303) 988-6160

COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Associate of Arts
Courses Offered: Art, History, Humanities, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department.
Example of hours per day and number of days for courses:

Psychology	Week 1: Friday 6 p.m.- 10 p.m.
	Week 2: Friday 6 p.m.- 10 p.m.
	Saturday 8 a.m.- 5 p.m.
	Sunday 8 a.m.- 5 p.m.
	Week 3: Saturday 8 a.m.- 5 p.m.
	Sunday 8 a.m.- 5 p.m.

Completed portfolio or special projects are required between the non-consecutive weekend or days.
Courses managed by coordinator.
Fall 1995, 300 enrolled in 20 courses.
Orientation Required.
No Additional Fees.

TRINIDAD STATE JUNIOR COLLEGE

Marketing/Public Relations
600 Prospect Street
Trinidad, CO 81082
(719) 846-5541

JUNIOR COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Business, Computers, Humanities, Psychology, Sociology
Budget: By Continuing Education.
Approximate percentage on types of students:

Traditional college students (18-25 years)	20%
Women returning to workforce (+25 years)	30%
Working adults (+25 years)	50%

Example of hours per day and number of days for courses:
Marketing for 8 hours per day for 6 Saturdays.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are businesses, college radio and television, college schedule, direct mail, flyers, local newspaper, and local television and radio.
Courses managed by Continuing Education Department.
Orientation Varies.
No Additional Fees.

UNIVERSITY OF COLORADO-DENVER

Director, Extended Studies
PO Box 173364
Denver, CO 80217-8364
(303) 556-2735

STATE UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.A. Public Administration
Courses Offered: Anthropology, Art, Communication, Economics, Languages, Math, Political Science, Psychology, Sociology, Writing
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	15%
Women returning to workforce (+25 years)	40%
Working adults (+25 years)	45%

Example of hours per day and number of days for courses:
All courses offered for 8 hours on Saturday and 6 hours on Sunday for a total of 6 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, direct mail, local newspaper, and networking with other organizations.
Courses managed by each department.
Fall 1995, 200 enrolled in 10 courses.
No Orientation Required.
No Additional Fees.

UNIVERSITY OF DENVER

Director, The Women's College
7150 Montview Avenue
Denver, CO 80220
(303) 871-6807

PRIVATE UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Bachelor of Business Administration, B.A. with major in Communication
Courses Offered: Accounting, Business, Environmental Systems, History, Human Communication, Humanities, Languages, Management, Marketing, Mass Communications, Math, Music, Political Science, Psychology, Sociology, Speech, Women's Studies, Writing
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	20%
Working adults (+25 years)	79%
Retired Women	1%

Completed portfolio or special projects are

required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, local television and radio, public and media relations, alumnae and student referrals, direct mail, businesses, and bulletin boards.

Courses managed by Academic Governance and Marketing Service Delivery.

Fall 1995, 805 enrolled in 36 courses.

No Orientation Required.

No Additional Fees.

CONNETICUT

ALBERTUS MAGNUS COLLEGE

Director, Continuing Education
700 Prospect Street
Hew Haven, CT 06411-1189
(203) 733-8505

PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Art, Biology, Business, Communications, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Philosophy, Political Science, Psychology, Religion, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	1%
Working adults (+25 years)	99%

Example of hours per day and number of days for courses:

All courses run for 8 weeks, meeting 2 times per week for 2 hours and 20 minutes.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are businesses, direct mail, local newspaper, local television and radio, and communication.

Courses managed by Continuing Education.

Fall 1995, 980 enrolled in 71 courses.

No Orientation Required.

No Additional Fees.

MANCHESTER COMMUNITY COLLEGE

Marketing/Public Relations
PO Box 1046
Manchester, CT 06040
(203) 647-6000

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Computer Science, Criminal Justice, Earth Science, History, Languages, Literature, Management, Math, Political Science, Psychology, Sociology, Speech

Budget: Percentage from each department and as a separate accelerated course budget.

Example of hours per day and number of days for courses:

Intersession classes for 3 hours per day for 2 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are bulletin boards, college schedule, direct mail, flyers, local newspaper, and workshops.

Courses managed as a separate accelerated department.

Fall 1995, 135 enrolled in 3 courses.

No Orientation Required.

No Additional Fees.

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

Marketing/Public Relations
Park Place
Winsted, CT 06098
(203) 738-6300

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing

Budget: Summers are a separate accelerated course budget and winter intersessions are budgeted as a percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	varies
Women returning to workforce (+25 years)	varies
Working adults (+25 years)	varies
Traditional student from 4 year colleges	50%

Example of hours per day and number of days for courses:

Science for 4 days per week for a total of 5 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Courses managed by each department.

Fall 1995, 2750 enrolled.

No Orientation Required.

No Additional Fees.

SACRED HEART UNIVERSITY

Dean, Continuing Education
5151 Park Avenue
Fairfield, CT 06460

(203) 371-7830
PRIVATE UNIVERSITY (CATHOLIC)
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Degrees in Business, Finance, International Business
Courses Offered: Accounting, Art, Biology, Business, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: Separate accelerated course budget.
Example of hours per day and number of days for courses:
Classes meet two evenings per week for 2 hours and 15 minutes each evening for 7.5 weeks. There are 5 terms per year.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, direct mail, local newspaper, businesses, and flyers.
Courses managed as a separate accelerated course department.
Fall 1995, 320 enrolled in 70 courses.
No Orientation Required.
No Additional Fees.

UNIVERSITY OF CONNECTICUT
Storrs, CT 06268
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Summer
Courses Offered: Art, Languages
Budget: Regular budget.
Example of hours per day and number of days for courses:
Studio Art for 8 hours per day for 10 days.
Courses managed as a separate accelerated course department.
No Orientation Required.
No Additional Fees.

FLORIDA

FLORIDA STATE UNIVERSITY
Program Administrator
Tallahassee, FL 32306-2027
(904) 644-1882
UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: M.S. Educational Leadership, M.S. Library Science
Courses Offered: Art Therapy, Business, Criminology, Education Courses, Languages, Library Science, Nursing
Budget: Tuition plus travel expenses/administrative costs as needed.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:
Education Leadership, 8 hrs per day, for 5 days; Special Education, Saturday 6 hrs, Sunday 4 hrs, for 4 weekends; Library Science, Saturday & Sunday 8:00 a.m. to 4:30 p.m., for 3 weekends; Criminology, 5 hrs per day, for 8 days.
Complete portfolio or special project are required between the non-consecutive weekends or days.
Courses managed by each department and in conjunction with Center for Professional Development.
Fall 1995, 519 enrolled in 24 courses.
No Orientation Required.
Additional Fees Vary.

HILLSBOROUGH COMMUNITY COLLEGE
Marketing/Public Relations
PO Box 31127
Tampa, FL 33631-3127
(813) 253-7000
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing
Budget: College Operating Budget.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods are bulletin boards, college newspaper, college radio or television, college schedule, flyers, local newspaper, and local television and radio.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

INDIAN RIVER COMMUNITY COLLEGE
Marketing/Public Relations
3209 Virginina Avenue
Fort Pierce, FL 34981-5599
(407) 468-4700
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Anthropology, Astronomy, Business, Child Care, Computer Science, History, Languages, Management, Math, Oceanography, Physical Education, Psychology, Reading, Writing
Budget: Percentage from each department.

Example of hours per day and number of days for courses:
Computer Science for 4 to 5 hours per day for 3 days.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, and flyers.

Courses managed by each department.

Additional Fees for TV courses only.

Orientation Required for TV courses only.

LAKE-SUMTER COMMUNITY COLLEGE
Marketing/Public Relations
9501 US Highway 441
Leesburg, FL 34788
(904) 787-3747
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Computers, Management
Budget: Percentage from each department and as a separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	50%
Women returning to workforce (+25 years)	25%
Working adults (+25 years)	25%

Example of hours per day and number of days for courses:
Computers for 3 hours per day for 5 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local newspaper, and flyers.

Courses managed as a separate accelerated course department and by each department.

Fall 1995, 396 enrolled in 33 courses.

No Orientation Required.

No Additional Fees.

SANTA FE COMMUNITY COLLEGE
DOWNTOWN CENTER
Provost of Educational Centers
401 NW 6th Street
Gainesville, FL 32601
(904) 395-5648
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: General Associate Degree
Courses Offered: Art, Math, Sociology
Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	50%
Working adults (+25 years)	40%

Example of hours per day and number of days for courses:
Anthropology for 3 hours per day for 1 day.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, college newspaper, local newspaper, flyers, bulleting boards, college radio or television, businesses, and local television and radio.

Each division manages their own courses, but supervised and coordinated by the External Programs Division.

Additional Fees for telecourse and "Flex Lab" only.

Orientation Required.

UNIVERSITY OF SARASOTA
Dean of Business
5250 17th Street
Sarasota, FL 34235
(813) 379-0404
PRIVATE UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Summer
Programs Offered: D.B.A., Ed.D.
Courses Offered: Business, Education, Management, Marketing, Psychology

Approximate percentage on types of students:

Working adults (+25 years)	100%

Example of hours per day and number of days for courses:
All courses for 8 hours per day for 5 days.

Courses managed by each department.

Fall 1995, 250 enrolled in 30 courses.

No Orientation Required.

No Additional Fees.

UNIVERSITY OF SOUTH FLORIDA
Division of Special Programs
4202 East Fowler Avenue
Tampa, FL 33620-6610
(813) 974-3218
STATE UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Liberal Science, Mental Health, Music
Budget: Largely self supporting with some support from Administration at times.

Approximate percentage on types of students:

Traditional college students (18-25 years)	3%
Women returning to workforce (+25 years)	2%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:
Varies with each course.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, local newspaper, and local television and radio.

Courses managed by Continuing Education.

Fall 1995, 190 enrolled in 5 courses.

No Orientation Required.

No Additional Fees.

GEORGIA

GAINESVILLE COLLEGE
Chair, Business Division
PO Box 1358
Gainsville, GA 30501
(404) 535-6323
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Business, Business Communication, Computers, History, Humanities, Languages, Management, Math, Political Science, Psychology, Sociology, Speech

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	25%
Working adults (+25 years)	75%

Example of hours per day and number of days for courses:
Accounting for 4.5 hours on Saturday for 10 Saturdays.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college newspaper, college schedule, flyers, direct mail, and local newspaper.

Courses managed by each department.

Fall 1995, 2650 enrolled in 63 courses.

No Orientation Required.

No Additional Fees.

MACON COLLEGE
Vice President for Academic Affairs
College Station Drive
Macon, GA 31297
(912) 471-2730
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Winter, Quarters.

Courses Offered: History, Political Science, Psychology, Sociology

Budget: As any other course.

Approximate percentage on types of students:

Traditional college students (18-25 years)	20%
Women returning to workforce (+25 years)	50%
Working adults (+25 years)	30%

Example of hours per day and number of days for courses:
Psychology, 6:00 p.m.- 10:30 p.m., Monday only.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, college radio or television, college newspaper, local newspaper, and local television or radio.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

HAWAII

HONOLULU COMMUNITY COLLEGE
Director, Continuing Education
874 Dillingham Blvd.
Honolulu, HI 96817
(808) 845-9114
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer (4 terms, 10 weeks each)

Programs Offered: A.A. in Liberal Arts; A.S. in Administration of Justice, Welding, Fire Science

Courses Offered: Art, Biology, Chemistry, Drama, Fire Science, History, Humanities, Languages, Law Enforcement, Logic, Math, Micro Biology, Pharmacology, Philosophy, Physics, Political Science, Psychology, Sociology, Speech, Welding, Writing, Zoology

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Military working adults	85%
Non-Military working adults	15%

Example of hours per day and number of days for courses:
Liberal Arts for 2 hours per day for 2 days for 10 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are Military Education Center, Counseling Staff, flyers, college newspaper, bulletin boards, and college schedule.

Courses managed under Special Programs/Community Service Director.

No Orientation Required.

Additional Fees for summer session only.

IDAHO

COLLEGE OF SOUTHERN IDAHO
Marketing/Public Relations
315 Falls Ave., PO Box 1238
Twin Falls, ID 83303-1238
(208) 733-9554
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Business, Management, Math
Budget: Continuing Education is nonbudgeted.
Approximate percentage on types of students:

Traditional college students (18-25 years)	1%
Women returning to workforce (+25 years)	2%
Working adults (+25 years)	80%

Example of hours per day and number of days for courses:
Management for 6 hours per day for 8 days.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are bulletin boards, college schedule, and In-House.
Courses managed by Continuing Education.
Fall 1995, 98 enrolled in 5 courses.
No Orientation Required.
No Additional Fees.

ILLINOIS

ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY
Coordinator of Weekend Studies
65 E. Wacker Place, Suite 2100
Chicago, IL 60601
(312) 201-5900
PRIVATE GRADUATE SCHOOL

Accelerated Course/Program Data:
Semesters Available: Summer
Programs Offered: M.A. Psychology
Courses Offered: Psychology
Budget: Intergraded with total school budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	20%
Women returning to workforce (+25 years)	63%
Working adults (+25 years)	80%

Example of hours per day and number of days for courses:
Psychology for 8.5 hours per day for 3 days.
Promotional methods used are college schedule, flyers, direct mail, bulletin boards, local newspaper, and local television and radio.
Courses managed by Associate Dean Academic Administration.
Fall 1995, 396 enrolled in 26 courses.
No Orientation Required.
No Additional Fees.

CATHOLIC THEOLOGICAL UNION
Director of Continuing Education
5401 S. Cornell
Chicago, IL 60615-5698
(312) 753-5316
CATHOLIC THEOLOGICAL GRADUATE SCHOOL

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Theology
Budget: Percentage from each department.
Approximate percentage on types of students:

Working adults (+25 years)	98%

Example of hours per day and number of days for courses:
Theology for 6.5 hours per day for 4 days.
Promotional methods used are direct mail and local newspaper.
Courses managed by each department.
Fall 1995, 35 enrolled in 2 courses.
No Orientation Required.
No Additional Fees.

DEPAUL UNIVERSITY
Director, School for New Learning
25 E. Jackson Blvd.
Chicago, IL 60604-2302
(312) 362-8001
PRIVATE UNIVERSITY (CATHOLIC)

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.A. through SNL
Courses Offered: B.A. of Individualized Focus
Budget: Regular budget.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	70%
Working adults (+25 years)	100%

Example of hours per day and number of days for courses:
Courses vary.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are communication, local newspaper, direct mail, college schedule, and businesses.
Courses managed as a separate accelerated course function.
No Orientation Required.
No Additional Fees.

LAKE LAND COLLEGE
Marketing/Public Relations
South Route 45

Mattoon, IL 61938
(217) 235-3131
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Certificate programs in Business Management
Courses Offered: Business, Economics, Humanities, Management, Marketing, Math, Psychology, Sociology Speech, Writing
Budget: Continuing Education Office.
Example of hours per day and number of days for courses:
Economics for 4 to 5 hours per day for one day of the week for 2.5 month duration.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are college schedule, direct mail, businesses, students, local newspaper, local television and radio, and flyers.
Courses managed by Continuing Education Office.
No Orientation Required.
No Additional Fees.

LEWIS UNIVERSITY
CAREER EDUCATION PROGRAMS

Executive Director
Lewis University
Route 53
Romeoville, IL 60446-2298
UNIVERSITY

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Business, General Education, Nursing
Example of hours per day and number of days for courses:
Business Law functions in first session on Tuesdays from 6:00 p.m. - 9:00 p.m.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Orientation Required.
Additional Fees Vary.

LINCOLN LAND COMMUNITY COLLEGE

Dean of Arts and Sciences
Shepherd Road
Springfield, IL 62794-9256
(217) 786-2276
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Certificate Mircocomputer Applications
Courses Offered: Accounting, Business, History, Humanitites, Management, Marketing, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department.
Example of hours per day and number of days for courses:

Accounting	6:00 - 8:50 p.m. Fridays
	3:30 - 6:20 p.m. Saturdays

Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, direct mail, college radio or television, bulletin boards, businesses, flyers, local newspaper, local television and radio, and college newspaper.
Courses managed by each department.
Orientation Required.
No Additional Fees.

MORAINE VALLEY COMMUNITY COLLEGE

Director, Weekend College
10900 S. 88th Avenue
Palos Hills, IL 60465-0937
(708) 974-5710
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Art, Business, History, Humanities, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: Separate accelerated course budget.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Courses managed by each department and as a separate accelerated course function.
Orientation Varies.
No Additional Fees.

NORTH CENTRAL COLLEGE

Dean of Adult and Continuing Education
30 N. Brainard
PO Box 3063
Naperville, IL 60566-7063
(708) 420-4017
PRIVATE COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer, Winter
Courses Offered: Art, Business, Leadership, Management, Marketing, Music, Political Science, Speech, Wellness, Writing
Budget: Separate weekend course budget.
Example of hours per day and number of days for courses:
Business 8 a.m.-12:15 p.m. one day every other week.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are direct mail, local

newspaper, flyers, college schedule, businesses, and college radio or television.

Courses managed by each department.

Fall 1995, 499 enrolled in 46 courses.

No Orientation Required.

No Additional Fees.

SAINT XAVIER UNIVERSITY
Assistant Dean, Special Session
3700 W. 103rd Street
Chicago, IL 60655
(312) 298-3158

PRIVATE UNIVERSITY (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art, Biology, Business, Humanities, Management, Marketing, Psychology, Sociology

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	40%
Working adults (+25 years)	60%

Example of hours per day and number of days for courses:

Business/Science for 3.5 hours per day for 10 days.

Completed Portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college newspaper, college schedule, and direct mail.

Courses managed as a separate accelerated course department.

Fall 1995, 280 enrolled in 30 course.

No Orientation Required.

No Additional Fees.

SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE
Director, Continuing Education
Carbondale, IL 62901
(618) 453-3321

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Degrees in Fire Science, Health Care Management, Industrial Technology, Workforce Education (Conducted off campus on a contractual basis).

Courses Offered: At one time or another any discipline could be offered as accelerated courses.

Budget: Percentage from each department and as a separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:

Course varies anywhere from 2 days to a month depending on contracting client's needs.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are businesses, college schedule, and flyers.

Courses managed by each department and as a separate accelerated course department.

No Orientation Required.

No Additional Fees.

INDIANA

BETHAL COLLEGE
Dean of Adult Programs
1001 W. McKinley Avenue
Mishawaka, IN 46545
(219) 257-3353

PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: A.A. Early Childhood Education and Writing; B.A. Bible and Ministry, Human Services, Organizational Management; B.S. Computer Information Systems Management, Organizational Management; B.S.N. Nursing

Courses Offered: Accounting, Art, Bible Ministry, Biology, Business, Chemistry, Computer Science, Early Childhood, History, Humanities, Languages, Management, Math, Nursing, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	30%
Working adults (+25 years)	65%

Example of hours per day and number of days for courses:

Psychology for 4 hours a day for 8 days.

No complete portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, local television and radio, friends or relatives, direct mail, bulletin boards.

Courses managed as a separate accelerated course department.

Fall 1995, 776 enrolled in 47 courses.

No Orientation Required.

No Additional Fees.

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (IUPUI)
Dean, Weekend College
425 University Blvd.

Indianapolis, IN 46202
(317) 274-7874
STATE UNIVERSITY

Accelerated Course/Program Data:
Semester Available: Fall, Spring
Courses Offered: Criminal Justic, Labor Standards, Freshman Speech
Budget: Percentage from each department.
Approximate percentage on types of students:

Working adults (+25 years)	100%

Example of hours per day and number of days for courses:
One credit course on Saturday and Sunday. Speech for 3 Sunday afternoons, also video tapes.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used is college schedule.
Courses managed by each department.
Fall 1995, 140 enrolled in 5 courses.
Orientation required.
No additional fee.

IOWA

ELLSWORTH COMMUNITY COLLEGE
Marketing/Public Relations
1100 College Avenue
Iowa Falls, IA 50126
(515) 648-4611
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Computers, Music, Physical Education
Budget: Part of the basic operation.
Approximate percentage on types of students:

Traditional college students (18-25 years)	80%
Women returning to workforce (+25 years)	10%
Working adults (+25 years)	10%

Example of hours per day and number of days for courses:
Coaching Authorization for 9 hours per day for 5 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, flyers, local newspaper, college radio or television, and bulletin boards.
Courses managed by each department.
Fall 1995, 85 enrolled in 3 courses.
No Orientation Required.
No Additional Fees.

GRACELAND COLLEGE
Dean of Faculty
700 College Avenue
Lamoni, IA 50140
(515) 784-5115
PRIVATE COLLEGE (LATTER DAY SAINTS)

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Degrees in Business, Education, Nursing
Courses Offered: Business, Education, Nursing
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	75%
Working adults (+25 years)	100%

Example of hours per day and number of days for courses:
Nursing for 4 hours per day for 10 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are businesses, direct mail, flyers, local newspaper, local television and radio.
Courses managed as a separate accelerated course department.
No Additional Fees.

IOWA CENTRAL COMMUNITY COLLEGE
Marketing/Public Relations
330 Avenue M
Fort Dodge, IA 50501
(515) 576-7201
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Associate of Arts
Courses Offered: Community Law, History, Humanities, Sociology, Speech, State and Local Government, Writing
Example of hours per day and number of days for courses:
Weekend courses meet on Friday evenings and continue on Saturdays with the number of hours based on the number of weeks a class is scheduled and the number of credit hours.
Courses managed as a combination of Outreach/ICTN Coordinators and Department Chairs.
No Additional Fees.

IOWA LAKES COMMUNITY COLLEGE
Marketing/Public Relations
19 South Seventh Street
Estherville, IA 51334
(712) 362-2601
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Semester Breaks,

Spring, Spring Break, Summer

Courses Offered: Business, Drama, Humanities, Management, Music, Psychology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	19%
Women returning to workforce (+25 years)	25%
Working adults (+25 years)	50%
High school students	6%

Example of hours per day and number of days for courses:

Human Relations for 2 hours per day for 5 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, flyers, press releases by local newspapers and radio stations, bulletin boards, area cables as public service announcements, and college newspaper.

Courses managed as a separate accelerated course department.

No Orientation Required.

No Additional Fees.

IOWA LAKES COMMUNITY COLLEGE
Spencer Center Director
Gateway North Center
Spencer, IA 51301
(712) 262-7141
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Associate of Arts Degree

Courses Offered: Accounting, Art, Business, Drama, English, Drama, Humanities, Management, Math, Music, Psychology, Sociology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	22%
Women returning to workforce (+25 years)	12%
Working adults (+25 years)	66%

Example of hours per day and number of days for courses:

Introduction to Theatre from 9:00 a.m. - 4:00 p.m. for 8 days.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are local television and radio, direct mail, local newspaper, and cable television.

Courses managed as a separate accelerated course department.

Orientation may vary.

No Additional Fees.

IOWA WESLEYAN COLLEGE
Director of Continuing Education
601 N. Main Street
Mt. Pleasant, IA 52641
(319) 305-6247
PRIVATE LIBERAL ARTS COLLEGE (METHODIST)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Programs Offered: B.A.; B.G.S in General Studies; B.S.; B.S.N.

Majors in Accounting, Biology, Business, Computer Science, Criminal Justice, Elementary Education, Environmental Health, Nursing, Psychology, Sociology

Courses Offered: Accounting, Art, Biology, Business, Chemistry, History, Logic, Management, Marketing, Math, Political Science, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	7%
Women returning to workforce (+25 years)	23%
Working adults (+25 years)	70%

Example of hours per day and number of days for courses:

Human Relations for 4 hours per day for 10 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local televsion and radio, local newspaper, and flyers.

Courses managed as a separate accelerated course department.

Fall 1995, 547 enrolled in 77 courses.

No Orientation Required.

No Additional Fees.

WALDORF COLLEGE
Marketing/Public Relations
106 South 6th Street
Forest City, IA 50436
(515) 582-2450
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Biology, Business, History, Management, Marketing, Math, Psychology, Sociology

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Working adults (+25 years)	99%

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional Methods used are direct mail,

flyers, and local newspaper.
Courses managed by the Adult Degree Office.
Fall 1995, 21 enrolled in 5 courses.
No Orientation Required.
No Additional Fees.

KANSAS

COFFEYVILLE COMMUNITY COLLEGE

Marketing/Public Relations
11 & Willow Streets
Coffeyville, KS 67337
(316) 251-7700

COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Business, Computers, History, Humanities, Management, Total Quality Management
Budget: Part of departmental budget and separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	10%
Working adults (+25 years)	80%

Example of hours per day and number of days for courses:
Total Quality Management from 8:00 a.m. - 4:00 p.m. on Tuesdays.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are direct mail, flyers, and personal visits to industry.
Courses managed by each department and as a separate accelerated course department.
Fall 1995, 500 enrolled in 8 courses.
No Orientation Required.
No Additional Fees.

COLBY COMMUNITY COLLEGE

Marketing/Public Relations
1255 South Range
Colby, KS 67701
(913) 462-3984

COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Computer Courses, Humanities, Internet, Psychology, Sociology, Workshops in various topics
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	75%
Working adults (+25 years)	25%

Example of hours per day and number of days for courses:
Sociology for 2 hours for 6 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are bulletin boards, college newspaper, college radio or television, college schedule, flyers, local newspaper, local television and radio.
Courses managed by each department.
Fall 1995, 40 enrolled in 3 courses.
No Orientation Required.
No Additional Fees.

GARDEN CITY COMMUNITY COLLEGE

Marketing/Public Relations
801 Campus Drive
Garden City, KS 67846
(316) 276-7611

COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Business, Drama, History, Languages, Management, Marketing, Writing
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	25%
Women returning to workforce (+25 years)	60%
Working adults (+25 years)	75%

Example of hours per day and number of days for courses:
Police Science for 8 hours per day for 2 days.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local newspaper, local television and radio, flyers, and direct mail.
Courses managed by each department and B&I Institute.
No Orientation Required.
No Additional Fees.

KENTUCKY

HENDERSON COMMUNITY COLLEGE

Marketing/Public Relations
2660 South Green Street
Henderson, KY 42420
(502) 827-1867

COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring
Courses Offered: Art, Biology, Computer Science, History, Political Science, Psychology, Speech, Writing
Budget: As any other course.
Example of hours per day and number of days for courses:

All courses for 3.5 hours per day for 12 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Courses managed by each department.
Fall 1995, 42 enrolled in 4 courses.
No Orientation Required.
No Additional Fees.

MAYSVILLE COMMUNITY COLLEGE

Academic Dean
17755 US 68 South
Maysville, KY 41056
(606) 259-7141

COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: History, Math, Writing
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	50%
Women returning to workforce (+25 years)	50%

Example of hours per day and number of days for courses:
English for 1 hour per day for 5 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used is college schedule.
Courses managed by each department.
Fall 1995, 180 enrolled in 6 courses.
No Orientation Required.
No Additional Fees.

MURRAY STATE UNIVERSITY

Chair, Speech, Comm. & Theatre
WH 312
Murray, KY 42071
(502) 762-4483

STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Major in Organizational Communication; Minors in Management-Marketing
Courses Offered: Accounting, Art, Drama, Humanities, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: By Provost Office.
Approximate percentage on types of students:

Traditional college students (18-25 years)	15%
Women returning to workforce (+25 years)	20%
Working adults (+25 years)	65%

Example of hours per day and number of days for courses:
Courses meet from 5:00 p.m.- 9:00 p.m. on Friday and Saturday from 9:00 a.m.- 5 p.m. for 4 weekends.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are communication, direct mail, and community college contacts.
Courses managed by each department.
Fall 1995, 150 enrolled in 7 courses.
Orientation Required.
No Additional Fees.

LOUISIANA

LOUISIANA STATE UNIVERSITY

Dean, Evening School
388 Pleasant Hall
Baton Rouge, LA 70803
(504) 388-5227

STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Master's of Humanities-Military History; Master's of Humanities-International Studies
Courses Offered: Art, Biology, Drama, History, Humanities, Logic, Math, Political Science, Psychology, Sociology, Speech
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	60%
Women returning to workforce (+25 years)	40%
Working adults (+25 years)	100%

Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, flyers, direct mail, local newspaper, college newspaper, local television and radio, advertise through cable television bill and cable television magazine, and college radio or television.
Courses managed as a separate accelerated course department.
Fall 1995, 90 enrolled in 6 courses.
No Orientation Required.
No Additional Fees.

LOYOLA UNIVERSITY

Dean of City College
6363 St. Charles Avenue
New Orleans, LA 70118
(504) 865-3530

CATHOLIC UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Criminal Justice, History, Literature, Nursing, Political Science, Psychology, Religious Studies, Sociology

Budgeted: Part of regular scheduling.

Approximate percentage on types of students:

Working adults (+25 years)	100%

Example of hours per day and number of days for courses:
Intensive Weeklong Courses meet 8:30 p.m. - 4:40 p.m. Monday through Friday.

Promotional methods and courses managed as part of regular scheduling.

Fall 1995, 219 enrolled in 12 courses.

No Additional Fees.

MAINE

HUSSON COLLEGE SOUTH

Director, Weekend College
222 St. Johns Street
Portland, ME 04102
(207) 774-2895

PRIVATE COLLEGE

Accelerated Course/Program Data:

Semesters Available: Four evening terms and three Saturday terms.

Programs Offered: Master's in Business

Courses Offered: Accounting, Business, History, Humanities, Languages, Logic, Management, Marketing, Math, Psychology, Sociology, Speech, Writing

Budget: Continuing Education Division Budget.

Example of hours per day and number of days for courses:
Courses on Saturday are for 4.5 hours per day for 9 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are flyers, local newspaper, and referrals.

Courses managed by Continuing Education Division.

Fall 1995, 500 enrolled in 46 courses.

No Orientation Required.

No Additional Fees.

MAINE COLLEGE OF ART

Director, Continuing Studies
97 Spring Street
Portland, ME 04101
(207) 775-3052

PRIVATE ART COLLEGE

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Art

Budget: As a distinct program within CS budget.

Example of hours per day and number of days for courses:
Studio Art for 8 hours per day for 5 to 6 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail and flyers.

Courses managed by Continuing Studies Department along with more traditional courses and special summer programs.

No Orientation Required.

No Additional Fees.

MARYLAND

ANNE ARUNDEL COMMUNITY COLLEGE

Director, Continuing Education Credit
101 College Parkway
Arnold, MD 21012
(410) 541-2465

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Degrees in Business Management, Computer/Information Systems Management, General Studies

Courses Offered: Accounting, Business, Computers, Health, History, Humanities, Management, Marketing, Math, Physical Education, Political Science, Psychology, Sociology, Speech, Writing

Budget: By Operating Budget.

Example of hours per day and number of days for courses:
Business for 4 hours per day for 4 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, and flyers.

Courses coordinated through Office of Special Sessions.

Fall 1995, 500 enrolled in 30 courses.

No Orientation Required.

No Additional Fees.

DUNDALK COMMUNITY COLLEGE

Marketing/Public Relations
7200 Sollers Point Road
Dundalk, MD 21222
(301) 282-6700

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Marketing

Approximate percentage on types of students:

Traditional college students (18-25 years)	50%
Women returning to workforce (+25 years)	35%
Working adults (+25 years)	15%

Example of hours per day and number of days for courses:

Marketing for 3 to 4 hours for 2 days per week.
Promotional method used is conversation.
Courses managed by each department.
Orientation Required.
Additional Fees.

UNIVERSITY OF MARYLAND
Director, Credit Programs
5401 Wilkens Avenue
Baltimore, MD 21228
(410) 455-2335
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer, Winter
Programs Offered: Undergraduate and graduate programs where individual course apply.
Courses Offered: Art, Biochemical Regulatory Courses, Biology, Education, Emergency Health Services, Languages, Speech
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	98%
Working adults (+25 years)	2%

Example of hours per day and number of days for courses:
Education from 8 a.m. - 5:00 p.m. for 10 days.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are businesses, direct mail, college schedule, flyers, local newspaper, college newspaper, and bulletin boards.
Courses managed by a combination of Continuing Education and Academic Department.
Fall 1995, 60 enrolled in 3 courses.
No Orientation Required.
No Additional Fees.

MASSACHUSETTS

AMERICAN INTERNATIONAL COLLEGE
Dean, Continuing Education
1000 State Street
Springfield, MA 01109
(413) 747-6325
PRIVATE COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.B.A.-Major General Business or Management
Courses Offered: Business
Budget: Continuing Education Budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	10%
Working adults (+25 years)	80%

Example of hours per day and number of days for courses:
Weekend courses meet 8 class meetings per term for varied times.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule and local newspaper.
Courses managed as part of overall Continuing Education Program.
Fall 1995, 65 enrolled in 10 courses.
No Orientation Required.
No Additional Fees.

ANNA MARIA COLLEGE
Director of Business Programs
Sunset Lane
Paxton, MA 01612
(508) 849-3348
PRIVATE COLLEGE (CATHOLIC)
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Bachelor Degree Business Administration
Courses Offered: Accounting, Business, Management, Marketing
Budget: As program budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	25%
Working adults (+25 years)	65%

Example of hours per day and number of days for courses:
B.B.A. for 10 sessions for 4 hours per day.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are local newspaper, local television and radio, flyers, bulletin boards, businesses, and direct mail.
Courses managed by program director.
Orientation Required.
No Additional Fees.

BENTLEY COLLEGE
Assistant Dean
175 Forest Street
Waltham, MA 02254
(617) 891-2903
PRIVATE COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Biology, Business, Drama, Film, History, Humanities, Legal Studies, Literature, Management, Marketing, Math, Psychology, Sociology
Approximate percentage on types of

students:

Traditional college students (18-25 years)	60%
Working adults (+25 years)	40%

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule direct mail, flyers, and local newspaper.

Courses managed by Assistant Dean.

Fall 1995, 1300 enrolled in 20 courses.

Orientation Required.

No Additional Fees.

BRISTOL COMMUNITY COLLEGE

Marketing/Public Relations
777 Elsbree Street
Fall River, MA 02720
(508) 678-2811

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Business, History, Literature, Marketing, Math, Psychology, Writing

Budget: Regular part of budget.

Example of hours per day and number of days for courses:

English for 2.5 hours per day for 2 days in 8 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, local television and radio.

Courses managed by regular administration.

Fall 1995, 250 enrolled in 10 courses.

No Orientation Required.

No Additional Fees.

BUNKER HILL COMMUNITY COLLEGE

Campus Chief Academic Officer
New Rutherford Avenue
Boston, MA 02129

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art, Computer Applications, Humanities, Languages, Math

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	33%
Women returning to workforce (+25 years)	50%
Working adults (+25 years)	67%

Example of hours per day and number of days for courses:

Math for 3 hours per day for 2 days per week.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are communication, college schedule, direct mail, and flyers.

Courses managed by each department.

Fall 1995, 330 enrolled in 38 courses.

No Orientation Required.

No Additional Fees.

OUR LADY OF THE ELMS COLLEGE

Director, Weekend College
291 Springfield Street
Chicopee, MA 01013
(413) 598-8520

PRIVATE COLLEGE (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Programs Offered: Degrees in Business Management, Marketing, Psychology, Religious Studies, Sociology, Social Work

Courses Offered: Accounting, Business, Chemistry, Humanities, Languages, Management, Marketing, Math, Psychology, Religious Studies, Sociology

Budget: Separate accelerated course budget within Continuing Education.

Approximate percentage on types of students:

Students age 23-25 (-23 yrs must have waiver)	5%
Women returning to workforce (+25 years)	30%
Working adults (+25 years)	65%

Example of hours per day and number of days for courses:

All courses are either 3.5 hours per day for 6 sessions or 3.5 hours per day for 8 sessions.

Completed porfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are local television and radio, direct mail, and local newspaper.

Courses managed as a separate accelerated course department.

Fall 1995, 200 enrolled in 21 courses.

No Orientation Required.

No Additional Fees.

SUFFOLK UNIVERSITY

Director, Executive Programs
Eight Ashburton Place
Boston, MA 02108-2770
(617) 573-8660

PRIVATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Executive M.B.A.

Courses Offered: Business, Management, Marketing

Budget: Separate accelerated course budget.

Example of hours per day and number of days for courses:

M.B.A. for 8.5 hours per day for 1 week.

No completed portfolio or special projects are

required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, local television and radio, trade shows, magazines, and directory.

Courses managed as a separate accelerated course department.

Fall 1995, 120 enrolled in 8 courses.

No Orientation Required.

Additional Fees.

MICHIGAN

BAY DE NOC COMMUNITY COLLEGE

Dean, Continuing Education
2001 N. Lincoln Road
Escanaba, MI 49829
(906) 786-5802, ext.197

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: A.A. through weekend college schedule.

Courses Offered: Accounting, Business, History, Humanities, Machine Tool, Marketing, Math, Nursing, Political Science, Psychology, Sociology, Speech, Welding, Writing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	55%
Working adults (+25 years)	40%

Example of hours per day and number of days for courses:

English for 4 hours per day for 16 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local newspaper, and local television and radio.

Courses managed as a separate accelerated course department.

No Orientation Required.

No Additional Fees.

CENTER CREATIVE STUDIES

Dean Academic Affairs
201 E. Kirby
Detroit, MI 48202
(313) 872-3118

PRIVATE ART COLLEGE

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Art

Budget: Regular Budget.

Example of hours per day and number of days for courses:

Crafts, 6 hours per day for 8 days. Liberal Arts, field trip to Turkey/Greece/Italy for 4 weeks.

No completed portfolio or special projects are required between the non-consecutive weekends of days.

Promotional methods used are bulletin boards and college schedule.

Courses managed by each department.

Summer 1995, 16 enrolled in 2 courses.

No Orientation Required.

No Additional Fees.

DETROIT COLLEGE OF BUSINESS-WARREN

Dean
27500 Dequindre
Warren, MI 48092
(313) 558-8700

PRIVATE BUSINESS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.B.A. Major in Management and Marketing

Courses Offered: Accounting, Business, Humanities, Management, Marketing, Psychology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Women returning to workforce (+25 years)	45%
Working adults (+25 years)	65%

Example of hours per day and number of days for courses:

Management for 4 hours for 1 day in 5 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local radio, local newspaper, flyers, and direct mail.

Courses managed by Director of Service.

Fall 1995, 260 enrolled in 20 courses.

No Orientation Required.

No Additional Fees.

FERRIS STATE UNIVERSITY

Dean, Lifelong Learning
410 Oak Street - ALU 226
Big Rapids, MI 49307-2022
(616) 592-3809

PUBLIC POLYTECHNIC UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Degrees in Health Information Technology, Health Information Management, B.S. in Nursing

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, Health, Humanities, Languages, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Working adults (+25 years)	95%

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are direct mail, flyers, and local newspaper.

Courses managed by Lifelong Administration.

Fall 1995, 1748 enrolled in 170 courses.

No Orientation Required.

No Additional Fees.

HENRY FORD COMMUNITY COLLEGE

Marketing/Public Relations
5101 Evergreen
Dearborn, MI 48128
(313) 271-2750

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Courses Offered: Business, History, Hospitality, Management, Marketing, Math, Music, Political Science, Psychology

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	2%
Women returning to workforce (+25 years)	2%
Working adults (+25 years)	3%

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local television, and radio, and local newspaper.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

SPRING ARBOR COLLEGE

Dean of Alternative Education
106 E. Main
Spring Arbor, MI 49283
(517) 750-9218, ext.416

PRIVATE COLLEGE (FREE METHODIST)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Health Promotion, Health Services, Family Life Education, Management

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	1%
Women returning to workforce (+25 years)	9%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:

Mangement for 4 hours in 6 to 7 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods are local newspaper, local television and radio, communication, and references from graduates.

Courses managed as a separate accelerated course department.

Fall 1995, 748 enrolled in 4 courses.

Orientation Required.

No Additional Fees.

ST. CLAIR COUNTRY COMMUNITY COLLEGE

Marketing/Public Relations
323 Erie Street
Port Huron, MI 48061-5015
(313) 984-3881

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Summer

Courses Offered: Social Services, Study Skills, Technology Course

No Orientation Required.

No Additional Fees.

MINNESOTA

THE COLLEGE OF ST. CATHERINE

Director, Weekend College
2004 Randolph Avenue
St. Paul, MN 55105
(612) 690-6542

PRIVATE COLLEGE (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Winter

Programs Offered: Bachelor of Arts/Science in Accounting, Business Administration, Communication, Elementary Education, Information Management, Nursing, Occupational Therapy, Philosophy, Social Work

Courses Offered: Accounting, Art, Biology, Chemistry, Economics, Elementary Education, History, Information Management, Languages, Literature, Management, Marketing, Math, Music, Nursing, Occupational Therapy, Philosophy, Psychology, Sociology, Social Work, Speech, Theology, Writing

Budget: Academic Department Budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	25%
Women returning to workforce (+25 years)	10%
Working adults (+25 years)	65%

Example of hours per day and number of days for courses:

Biology for 5 hours per day for 7 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are flyers, local newspaper, and businesses.
Courses managed by each department and as a separate accelerated course department.
Fall 1995, 607 enrolled in 57 courses.
No Orientation Required.
No Additional Fees.

FERGUS FALLS COMMUNITY COLLEGE
Dean of Instruction
1414 College Way
Fergus Falls, MN 57537
(218) 739-7503
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Biology, Chemistry, Humanities, Math, Psychology, Writing
Example of hours per day and number of days for courses:
Chemistry for 2.5 hours per day for 20 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local newspaper, and flyers.
Courses managed Dean of Instruction.
Fall 1995, 40 enrolled in 1 course.
No Orientation Required.
No Additional Fees.

MISSISSIPPI

COPIAH-LINCOLN COMMUNITY COLLEGE
Marketing/Public Relations
Box 457
Wesson, MS 39191
(601) 643-5101
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring
Courses Offered: Biology, History, Humanities, Languages, Math
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	25%
Women returning to workforce (+25 years)	33%
Working adults (+25 years)	33%
Other	9%

Example of hours per day and number of days for courses:
Biology for 3 hours per day for 16 to 17 weeks.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are direct mail, local newspaper, local television and radio, flyers, college schedule, bulletin boards, businesses, college radio or television, and college newspaper.
Courses managed as a separate accelerated course department.
Fall 1995, 150 enrolled in 5 courses.
No Orientation Required.
No Additional Fees.

THE UNIVERSITY OF MISSISSIPPI
Director of Continuing Studies
PO Box 879
University, MS 38677
(601) 232-7282
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.B.A., M.B.A., Accountancy, Doctor of Education Degree, M.Ed., Ph.D.
Courses Offered: Accounting, Business, Education, Management, Marketing, M.B.A., M.Ed.
Budget: Credit of Tuition.
Approximate percentage on types of students:

Traditional college students (18-25 years)	25%
Working adults (+25 years)	75%

Example of hours per day and number of days for courses:
Education for 8.5 hours per day for 5 days.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used is direct communication, direct mail, flyers, college schedule, bulletin boards, college newspaper, and local newspaper.
Courses managed by Credit Programming.
Fall 1995, 486 enrolled in 38 courses.
No Orientation Required.
No Additional Fees.

MISSOURI

AVILA COLLEGE
Dean, Academic Affairs
11901 Wornall Road
Kansas City, MO 69145
(816) 942-8400, ext.359
PRIVATE COLLEGE (CATHOLIC)
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Art, Business, History, Humanities, Languages, Management, Marketing, Music, Political Science, Psychology, Sociology, Speech
Budget: Not separated from budget for department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	20%
Women returning to workforce (+25 years)	55%
Working adults (+25 years)	25%

Example of hours per day and number of days for courses:
Business from 6:00 p.m. - 8:40 p.m. once a week.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local radio, and direct mail.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

FONTBONNE COLLEGE

Associate Dean
6800 Wydown Blvd.
St. Louis, MO 63105
(314) 889-1423
CATHOLIC LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Art, Business, Drama, History, Humanities, Management, Marketing, Music, Psychology, Sociology, Writing
Budget: Percentage from each department and as a separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Working adults (+25 years)	34%

Example of hours per day and number of days for courses:
Business for 4 hours per day for 5 to 10 days.
Promotional methods used are college schedule, direct mail, flyers, local newspaper, and local television and radio.
Courses managed by each department and as a separate accelerated course budget.
No Orientation Required.
No Additional Fee.

JEFFERSON COLLEGE

Director, Arnold Campus
1000 Viking Dr.
Hillsboro, MO 63050
(314) 464-3225
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Between Spring and Summer Semester.
Courses Offered: History, Speech
Budget: Regular budget.
Example of hours per day and number of days for courses:
History for 3 hours per day for 5 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used is college schedule.
Courses managed by each department.
Fall 1995, 40-60 enrolled in 2-3 courses.
No Orientation Required.
No Additional Fees.

LONGVIEW COMMUNITY COLLEGE

Pace Director
500 Longview Road
Lee's Summit, MO 64081
(816) 672-2218
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: A.A.
Courses Offered: Accounting, Biology, History, Humanities, Marketing, Math, Psychology, Speech, Writing
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	70%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:
Speech for 8 hours per day for 8 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are businesses, college schedule, direct mail, and local television and radio.
Courses managed as a separate accelerated course department.
No Orientation Required.
No Additional Fees.

ST. LOUIS COMMUNITY COLLEGE-FLORISSANT VALLEY

Dean of Continuing Education
3400 Pershall Road
St. Louis, MO 63135
(314) 595-4200
COMMUNITY COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Certificate of Specialization, Certificate of Proficiency, Accounting, Business Administration, Mangement Supervisory Development, Mircocomputer Applications
Courses Offered: Accounting, Business, History, Management, Marketing, Math, Political Science, Psychology
Budget: Continuing Education.
Approximate percentage on types of students:

Traditional college students (18-25 years)	20%
Women returning to workforce (+25 years)	40%

Working adults (+25 year) 40%

Completed porfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are businesses, flyers, college schedule, direct mail, local newspaper, bulletin boards, local television and radio, college newspaper, and college radio or television.

Courses managed by Continuing Education Department.

Fall 1995, 650 enrolled in 30 courses.

Orientation varies.

No Additional Fees.

ST. LOUIS COMMUNITY COLLEGE-MERAMEC

Marketing/Public Relations
11333 Big Bend Boulevard
St. Louis, MO 63122
(314) 984-7500

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Communications, Information Systems, Legal Assistant

Budget: Regular Budget.

Example of hours per day and number of days for courses:

Communication - Friday for 3 hours plus Saturday for 7 hours in 4 weekends.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, bulletin boards, and businesses.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

STEPHENS COLLEGE

Director, School of Continuing Education
1200 East Broadway
Columbia, MO 65215
(314) 876-7281

PRIVATE COLLEGE

Accelerated Course/Program Data:

Semesters Available: 3 ten-week terms per year

Programs Offered: Degrees in Business Administration and Marketing

Courses Offered: Accounting, Biology, Business, General Education, History, Humanities, Management, Marketing, Math, Political Science, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Working adults (+25 years) 100%

Example of hours per day and number of days for courses:

Weekend College-one course on Friday evening, second course on Saturday morning and third course Saturday afternoon. Each course is approximately 3 hours in length.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods are businesses, direct mail, flyers, local newspaper, and local television and radio.

Courses managed by the School of Continuing Education in cooperation with each academic discipline.

Fall 1995, 100 enrolled in 12 courses.

No Orientation Required.

No Additional Fees.

UNIVERSITY OF MISSOURI-ST. LOUIS

Dean, Continuing Education
8001 Natural Bridge
St. Louis, MO 63121
(314) 553-5876

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Courses vary depending on interest and faculty availability.

Budget: Separate accelerated course budget.

Example of hours per day and number of days for courses:

Courses are for 3 hours for 5 days for 4 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional method is college schedule.

Courses managed by Evening College.

No Orientation Required.

No Additional Fees.

MONTANA

FLATHEAD VALLEY COMMUNITY COLLEGE

Dean, Educational Services
777 Grandview Drive
Kalispell, MT 59901
(406) 756-3812

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art, Banking, Biology, Business, Chemistry, Computers, Drama, Education, Hospitality, Human Services, Internet, Management, Math, Music, Nursing Aid Training, Office Skills, Physical Education, Psychology

Budget: Percentage from each department.

Example of hours per day and number of days for courses:

Education for 3.5 hours per day for 8 days.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, businesses, flyers, and local television and radio.

Courses managed by each department.

Fall 1995, 225 enrolled in 20 courses.

Orientation varies.

No Additional Fees.

UNIVERSITY OF MONTANA
Dean, Continuing Education
Missoula, Mt 59812
(406) 243-2900

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing

Example of hours per day and number of days for courses:

Require fifteen, 50-minute sessions for one credit. College operates on semesters and requires 750 contact minutes per credit hour.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

NEBRASKA

CENTRAL COMMUNITY COLLEGE
Marketing/Public Relations
PO Box 4903
Grand Island, NE 68802-4903
(308) 384-5220

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Business, College Survival, Communication, Math, Microcomputers, Psychology, Science, Social Science, Speech, Welding

Budget: Regular part of operational budget.

Example of hours per day and number of days for courses:

Welding from 8:00 a.m.- 5:00 p.m. Monday to Friday for 5 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, direct mail, local television and radio, and communication.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

SOUTHEAST COMMUNITY COLLEGE
Marketing/Public Relations
8800 O Street
Lincoln, NE 68520
(402) 471-3303

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Quarters Available: Summer

Courses Offered: Art, Business, History, Humanities, Math, Music, Political Science, Psychology, Sociology, Speech, Writing

Budgeted: Percentage of regular budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	75%
Women returning to workforce (+25 years)	15%
Working adults (+25 years)	10%

Example of hours per day and number of days for courses:

Courses function for 3 week sessions for 3 hours per day for 5 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college newspaper, flyers, college schedule, local television and radio, and local newspaper.

Courses managed by Dean of General Education Division.

Fall 1995, 237 enrolled in 27 courses.

No Orientation Required.

No Additional Fees.

UNIVERSITY OF NEBRASKA-OMAHA
Director, Continuing Education
60th And Dodge
Omaha, NE 68182
(402) 554-2347

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: History, Humanities, Speech

Budget: Off-Campus Credit Budget.

Approximate percentage on types of students:

Women returning to workforce (+25 years)	20%
USAF Personnel	80%

Example of hours per day and number of days for courses:

Persuasive Speech for 8 hours per day for 6 days.

Completed porfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are flyers, local newspaper, and bulletin boards.

Courses managed Off-Campus Credit Program.

Fall 1995, 88 enrolled in 4 courses.

No Orientation Required.
No Additional Fees.

NEW JERSEY

ATLANTIC COMMUNITY COLLEGE
Marketing/Public Relations
Route 322/Black Horse Pike
Mays Landing, NJ 08330
(609) 343-4900
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing

Budget: Percentage from each department.

Example of hours per day and number of days for courses:
Accounting for 5 hours per day for 5 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, and local newspaper.

Courses managed by each department.

No Orientation Required.
No Additional Fees.

BLOOMFIELD COLLEGE
Dean For Academic Affairs
Bloomfield, NJ 07003
(201) 748-9000, ext.322
PRIVATE COLLEGE (PRESBYTERIAN)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Winter

Programs Offered: Degrees in Business, Computer Information Systems, Pychology

Courses Offered: Accounting, Business, Computers Information Systems, Humanities, Management, Marketing, Psychology

Budget: Separate accelerated course budget.

Example of hours per day and number of days for courses:
Courses function on Friday evenings for 3.5 hours and Saturday for 6.5 hours for each weekend.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are businesses, college newspaper, direct mail, flyers, and local newspaper.

Courses managed as a separate accelerated course department.

Fall 1995, 151 enrolled in 20 courses.

Orientation Required.
No Additional Fees.

FELICIAN COLLEGE
Director of Evening & Weekend Programs
262 South Main Street
Lodi, NJ 07644
(201) 778-5157
PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.A. in Business, Psychology, Sociology, B.S. in Business

Courses Offered: Business, Education, Psychology, Sociology

Budget: Percentage from each department.

Approximate percentage on types of students:

Women returning to workforce (+25 years)	25%
Working adults (+25 years)	75%

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are businesses, flyers, local newspaper, and direct mail.

Courses managed by Weekend Office Academically.

Fall 1995, 450 enrolled in 25 courses.

No Orientation Required.
No Additional Fees.

RARITAN VALLEY COMMUNITY COLLEGE
Dean of Instruction
PO Box 3300
Somerville, NJ 08876

(908) 526-1200, ext. 299
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Art, Biology, Business, Chemistry, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	15%
Women returning to workforce (+25 years)	40%
Working adults (+25 years)	40%
Other	5%

Example of hours per day and number of days for courses:
History for 2.5 hours per day for 3 days in 6 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, flyers, local newspaper, and local television and radio.

Courses managed by Dean of Instruction.

Fall 1995, 250 enrolled in 15 courses.

No Orientation Required.

No Additional Fees.

SALEM COMMUNITY COLLEGE
Marketing/Public Relations
460 Hollywood Avenue
Carneys Point, NJ 08069
(609) 299-2100
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Chemistry, History, Languages, Math, Personal Computers, Psychology, Sociology, Writing

Example of hours per day and number of days for courses:
Personal Computers for 2.5 hours per day for 2 day in 8 weeks.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used is local newspaper.

Courses managed by Academic Affairs Office.

Fall 1995, 11 enrolled in 3 courses.

No Orientation Required.

No Additional Fees.

NEW MEXICO

NEW MEXICO STATE UNIVERSITY-CARLSBAD
Coordinator, Continuing Education
1500 University Drive
Carlsbad, NM 88220
(505) 887-5900
2-YEAR BRANCH OF STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Computer Science, Education, Environmental Science, Secretarial, Welding Technology

Budget: Part of overall instructional budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	40%
Working adults (+25 years)	60%

Example of hours per day and number of days for courses:
The guideline is 750 minutes per credit for lecture courses and 1500 minutes per credit for lab courses. Also a one credit course could be scheduled for.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are businesses, local newspaper, direct mail, and flyers.

Courses managed by Associate Provost For Instruction.

Fall 1995, 96 enrolled in 8 courses.

No Orientation Required.

No Additional Fees.

NEW YORK

CLINTON COMMUNITY COLLEGE
Director, Continuing Education
RP 3 Box 8A
Plattsburgh, NY 12901
(518) 562-4140
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Health, History, Humanities, Languages, Management, Marketing, Math, Music, Political Science, Physical Education, Psychology, Sociology, Speech, Writing

Budget: Overall College Budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	20%
Working adults (+25 years)	20%
Military Personnel	50%

Example of hours per day and number of days for courses:
Sociology for 2 hours per day for 23 days.

Promotional methods used are college schedule, flyers, direct mail, and businesses.

Courses managed by Continuing Education with Division Chair Personnel.

No Orientation Required.

No Additional Fees.

HOUGHTON COLLEGE
Director, PACE Program
910 Union Road
West Seneca, NY 14224
(716) 674-6363
PRIVATE COLLEGE (METHODIST)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Business

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Working adults (+25 years)	90%

Example of hours per day and number of days for courses:
PACE classes function one night a week for 5-week session.

Completed portfolio or special projects may be

required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, direct mail, and local television and radio.

Courses managed as a separate accelerate course department.

Fall 1995, 140 enrolled in 70 courses.

No Orientation Required.

No Additional Fees.

HUDSON VALLEY COMMUNITY COLLEGE
Director, Continuing Education
80 Vandenburgh Avenue
Troy, NY 12180
(518) 270-7343
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Business, Economics, Humanities, Psychology, Sociology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	80%

Example of hours per day and number of days for courses:

Courses function for 3 to 5 hours per day for 10 days.

No completed portfolio or special projects required between the non-consecutive weekend or days.

Promotional method used is college schedule.

Courses managed by Continuing Education in conjunction with other departments.

NIAGARA UNIVERSITY
Director, Continuing Studies
Box 2029
Niagara University, NY 14109
(716) 286-8181
PRIVATE UNIVERSITY (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Business, History, Management, Philosophy, Religious Studies

Budget: As part of teaching load.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail and communication.

Courses managed by Continuing Studies.

Fall 1995, 100 enrolled in 5 courses.

Orientation Required.

No Additional Fees.

NORTHWEST COLLEGE
Marketing/Public Relations
231 West 6th Street
Powell, NY 82435
(307) 754-6111
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: A.A. and A.S.

Courses Offered: Agriculture, Business, Education

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	5%
Working adults (+25 years)	85%

Example of hours per day and number of days for courses:

Education for 8 hours per day for 4 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college newspaper, college schedule, flyers, and local newspaper.

Courses managed by each department and as a separate accelerated course function.

Fall 1995, 62 enrolled in 5 courses.

No Orientation Required.

No Additional Fees.

ROBERTS WESLEYAN COLLEGE
Director, Continuing Liberal Studies
2301 Westside Drive
Rochester, NY 14624
(716) 594-6600
PRIVATE COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Chemistry, History, Humanities, Math, Psychology, Sociology, Speech, Writing

Budget: Separate accelerate course budget.

Example of hours per day and number of days for courses:

History for 7 hours per day for 5 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are flyers, counselor referal, and communication.

Courses managed as a separate accelerated course department.

Fall 1995, 100 enrolled in 10 courses.

No Orientation Required.

No Additional Fees.

STATE UNIVERSITY OF NEW YORK-GENESEO

Director, Continuing Education
College Circle
Geneseo, NY 14454
(716) 245-5556

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Political Science, Psychology, Speech Pathology, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	92%
Women returning to workforce (+25 years)	8%
Working adults (+25 years)	1%

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, and flyers.

Courses managed as a separate accelerated course department.

No Orientation Required.

No Additional Fees.

WESTCHESTER COMMUNITY COLLEGE

Marketing/Public Relations
75 Grasslands Road
Valhalla, NY 10595
(914) 285-6600

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Courses Offered: ESL, Paralegal

Budget: Percentage from each department.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, bulletin boards, flyers, and college newspaper.

Courses managed by each department.

Orientation Required.

No Additional Fees.

NORTH CAROLINA

ALAMANCE COMMUNITY COLLEGE

Marketing/Public Relations
PO Box 8000
Haw River, NC 27258
(919) 578-2002

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Quarters Available: Fall, Spring, Winter

Courses Offered: Animal Care

Budget: Part of overall budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	7%
Women returning to workforce (+25 years)	13%
Working adults (+25 years)	80%

Example of hours per day and number of days for courses:

Animal Care functions from 8:00 a.m. - 5:00 p.m. for 5 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, local newspaper, local television and radio, and flyers.

Courses managed by each department.

Fall 1995, 44 enrolled in 2 courses.

No Orientation Required.

No Additional Fees.

BLADEN COMMUNITY COLLEGE

PO Box 266
Dublin, NC 28332

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Biology, Criminal Justice, History, Languages, Math, Psychology, Speech

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	70%
Working adults (+25 years)	30%

Example of hours per day and number of days for courses:

English function for 2.5 hours per day for 20 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, college schedule, direct mail, college newspaper, and bulletin boards.

Courses managed by each department.

Fall 1995, 650 enrolled in 3 courses.

No Orientation Required.

No Additional Fees.

CENTRAL PIEDMONT COMMUNITY COLLEGE

Marketing/Public Relations
PO Box 35009
Charlotte, NC 28235
(704) 342-6633

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Courses Offered: Accounting, Art, Biology,

Business, Chemistry, Drama, History, Humanities, Languages, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
Accounting for 3 hours per day for 2 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are bulletin boards, college newspaper, college radio or television, college schedule, flyers, and local newspaper.
Courses managed by each department.
Fall 1995, 1200 enrolled in 83 courses.
No Orientation Required.
No Additional Fees.

EAST CAROLINA UNIVERSITY
Coordinator, Extension
Erwin Building
Greenville, NC 27858
(919) 757-6109
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Education
Budget: Integrated Program.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	60%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:
Education from 5:30 p.m. - 9:00 p.m. for 5 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are direct mail, local newspaper, and flyers.
Courses managed by each department and coordinated by Continued Education.
Fall 1995, 82 enrolled in 5 courses.
Orientation Required.
No Additional Fees.

GUILFORD TECHNICAL COMMUNITY COLLEGE
Director, Evening & Weekend College
PO Box 309
Jamestown, NC 27282
(919) 454-1226, ext. 2562
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Business, Chemistry, Education, History, Humanities, Math, Office Technologies, Writing
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	50%
Working adults (+25 years)	50%

Example of hours per day and number of days for courses:
Business Law from Monday to Thursday beginning at 1:00 p.m.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, direct mail, and local newspaper.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

MARTIN COMMUNITY COLLEGE
Dean, Curriculum Studies
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Winter
Courses Offered: Business, History, Introduction To Computers, Music, Word Processing
Budget: Percentage from each department required.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	80%
Working adults (+25 years)	10%

Example of hours per day and number of days for courses:
Business for 6 hours per day for 6 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, direct mail, flyers, local newspaper, and local television and radio.
Courses managed by each department.
Fall 1995, 15 enrolled in 1 courses.
No Orientation.
No Additional Fees.

SURRY COMMUNITY COLLEGE
Evening Dean
PO Box 304
Dobson, NC 27017
(919) 386-8121
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Quarters Available: Fall, Spring, Winter
Courses Offered: Lanaguages
Budgeted: Regular Budget.
Approximate percentage on types of students:

Traditional college students (18-25 years) 20%
Women returning to workforce (+25 years) 40%
Working adults (+25 years) 40%

Example of hours per day and number of days for courses:
English for 6 hours per day for 6 days.

Promotional methods used are college schedule and referrals.

Courses managed under Evening Division.

Fall 1995, 42 enrolled in 2 courses.

No Orientation Required.

No Additional Fees.

WAKE TECHICAL COMMUNITY COLLEGE
Dean, Continuing Education
9101 Fayeteville Road
Raleigh, NC 27603
(919) 772-0551
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Courses Offered: Computers, Engineering, Real Estate

Budget: Regular Budget.

Example of hours per day and number of days for courses:
Real Estate for 5.5 hours per day for 6 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional mehtods used are businesses, college schedule, direct mail, flyers, and local newspaper.

Courses managed by Evening Division.

Fall 1995, 8 enrolled in 1 course.

No Orientation Required.

No Additional Fees.

WILKES COMMUNITY COLLEGE
Marketing/Public Relations
PO Box 120
Wilkesboro, NC 28697-0120
(919) 651-8600
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Courses Offered: Computer Science

Budget: By department.

Approximate percentage on types of students:
Traditional college students (18-25 years) 5%
Working adults (+25 years) 95%

Example of hours per day and number of days for courses:
Computers for 8 hours per day for 4 Saturdays.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local newspaper, and local television and radio.

Courses managed by each department.

Fall 1995, 60 enrolled in 6 courses.

No Additional Fees.

WINSTON-SALEM BIBLE COLLEGE
Director, Continuing Education
Box 777
Winston-Salem, NC 27107
(919) 744-0900
PRIVATE BIBLE COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Associate in Ministries

Courses Offered: Biblical Studies, Practical Ministries, Writing

Example of hours per day and number of days for courses:
Biblical Studies for 1-2 hours per day for 4 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are personal contacts, college newspaper, flyers, and direct mail.

Courses managed by Dean.

No Orientation Required.

No Additional Fees.

OHIO

CASE WESTERN RESERVE UNIVERSITY MANDEL SCHOOL OF APPLIED SOCIAL SERVICES
Assistant Dean
10900 Euclid Avenue
Cleveland, OH 44106-7164
(216) 386-2100
PRIVATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: M.S.S.A.

Courses Offered: Social Work

Example of hours per day and number of days for courses:
All courses function for 7.5 hours per day for 5 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Courses managed as a separate accelerated course department.

No Orientation Required.

No Additional Fees.

UNIVERSITY OF FINDLAY
Dean Adult/Continuing Education
1000 N. Main St.

Findlay, OH 45840
(419) 424-4600
PRIVATE UNIVERSITY
(Church of God)

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.S. Business Administration or Marketing; A.A. Business Administration or Office Information Systems; B.S. Business Management; B.S. Environmental Management
Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: Separate weekend budget.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	50%
Working adults (+25 years)	100%

Example of hours per day and number of days for courses:
Principle Accounting, 1hr 40 min, 12 days (weekends); Basic Organic Chemistry, 3 hrs 40 min, 6 days, 2 labs on Saturday; Management of Organizaitons, 4 hrs, 8 days, (off-campus); Analytical skills, 4 hrs, 8 days, (off-campus)
Completed portfolio or special projects are to be completed between the non-consecutive weekends.
Promotional methods are business, flyers, local newspaper, local TV and radio, word of mouth by satisfied students.
Courses managed by separate weekend budget.
Fall 1995, 708 enrolled in 51 courses.
No Orientation Required.
No Additional Fees.

BOWLING GREEN STATE UNIVERSITY
Firelands College
901 Rye Beach Rd.
Huron, OH 44839
STATE 2 YEAR COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Art, Biology, Business, Computer Science, Chemistry, Education, English, History, Humanities, Management, Math, Physics, Political Science, Psychology, Sociology, Speech, Writing
Example of hours per day and number of days for courses:
Sociology, 8-9 hrs per day, for 7 days.; History, 8-9 hrs per day, for 5 days; Physics, 4 hrs per day, for 15 days; English, 8-9 hrs per day, for 7 days.
Promotional methods used are college schedule and newspaper, bulletin boards, flyers, college radio or TV, businesses, direct mail, local newspaper, local TV and radio.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Courses managed by each department and by Continuing Education.
No Orientation Required.
No Additional Fee.

CENTRAL OHIO TECHNICAL COLLEGE
Chair, Business Department
1179 University Drive
Newark, OH 43055
(614) 366-9287
STATE TECHNICAL COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Business, Management, Marketing
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
Business for 8 hours per day for 5 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used is businesses.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

HEIDELBERG COLLEGE
Dean, Lifelong Learning
310 E. Market Street
Tiffin, OH 44883-2462
(419) 448-2095
PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.S. or B.A. Majors in Accounting, Business Administration, Health Services Administration
Courses Offered: Accounting, Biology, Business, Chemistry, History, Humanities, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Speech, Writing
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Adults (23 or older) with prior college experience	100%

Example of hours per day and number of days for courses:
Math for 2 hours per day for 16 evenings.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are local television and radio, bulletin boards, local newspaper, and businesses.
Courses managed as a separate accelerated

course department.
Fall 1995, 330 enrolled in 24 courses.
No Orientation Required.
No Additional Fees.

HIRAM COLLEGE
Dean of Weekend College
Hiram, OH 44234
(216) 569-5163
PRIVATE COLLEGE (DISCIPLES OF CHRIST)
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.A.
Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Interdisciplinary, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing
Budget: Separate accelerated course budget.
Approximate percentage on types of students:
Working adults (+25 years) 95%
Example of hours per day and number of days for courses:
All courses function for 4 hours per weekend for 6 or 7 weekends.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used are current students and alumni, direct mail, local newspaper, and bulletin boards.
Courses managed by Weekend College Office.
Fall 1995, 350 enrolled in 55 courses.
No Orientation Required.
No Additional Fees.

HOCKING COLLEGE
Vice President of Academic Affairs
3301 Hocking Parkway
Nelsonville, OH 45764
(614) 753-3591, ext.2353
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Business, Chemistry, Engineering, General Studies, Hospitiality, Management, Math, Natural Resourse, Nursing, Physics, Psychology, Public Safety Services, Sociology, Writing
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
Computers from 5:30 p.m. - 10:00 p.m. for 8 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are bulletin boards, businesses, college schedule, direct mail, flyers, local newspaper, and local television and radio.
Courses managed by each department and Coordinated by Academic Affairs.
Fall 1995, 3361 enrolled in 185 courses.
No Orientation Required.
No Additional Fees.

KENT STATE UNIVERSITY
Dean, Continuing Studies
Kent, OH 44242
(216) 672-3103
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summmer
Programs Offered: M.B.A.
Courses Offered: Business
Budget: Separate accelerated course budget.
Approximate percentage on types of students:
Women returning to workforce (+25 years) 100%
Example of hours per day and number of days for courses:
Business functions on Friday-6:30 p.m. - 9:30 p.m. and Saturday-9:00 p.m. - 3:00 p.m. for 2 days.
No completed or special projects are required between the non-consecutive weekend or days.
Promotional method used is local newspaper.
Courses managed by each department.
Fall 1995, 90 enrolled in 6 courses.
Orientation Required.
Additional Fees.

LIMA TECHNICAL COLLEGE
Vice President, Instruction
4240 Campus Drive
Lima, OH 45804
(419) 221-1112, ext. 357
STATE 2-YEAR TECHNICAL COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Engineering, Office Administration
Budget: Percentage from each department.
Approximate percentage on types of students:
Traditional college students (18-25 years) 25%
Women returning to workforce (+25 years) 75%
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used are college schedule, flyers, bulletin boards, direct mail, businesses, local newspaper, and local television and radio.
Courses managed as a separate accelerated course department.
Fall 1995, 100 enrolled in 11 courses.
Orientation Required.
No Additional Fees.

NOTRE DAME COLLEGE OF OHIO
Dean of Weekend College
4545 College Road
South Euclid, OH 44121
(216) 381-1680

PRIVATE WOMEN'S COLLEGE (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Programs Offered: Degrees for Accounting, Human Resources Development, Management, Management in Financial Institutions, Marketing, Paralegal Studies, Psychology, Social Services

Courses Offered: Accounting, Art, Biology, Business, Chemistry, History, Lanaguages, Management, Marketing, Math, Music, Paralegal Studies, Philosophy, Political Science, Psychology, Speech, Theology, Writing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Working adults (+25 years)	85%
Adult students at college	10%

Example of hours per day and number of days for courses:
All courses function for 3.5 hours per day for 6 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are present students, office staff, local newspaper, flyers, businesses, and direct mail.

Courses managed as a accelerated course department.

Fall 1995, 307 enrolled in 33 courses.

No Orientation Required.

No Additional Fees.

OHIO UNIVERSITY SOUTHERN CAMPUS
Continuing Education Director
1804 Liberty Avenue
Ironton, OH 45638

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Winter

Courses Offered: Art, English, Film, Geography, Health, History, Human Relations, Introduction to Computers, Psychology, Real Estate, Sociology, Speech, Travel and Tourism, Women's Study

Approximate percentage on types of students:

Traditional college students (18-25 years)	20%
Women returning to workforce (+25 years)	40%
Working adults (+25 years)	40%

Example of hours per day and number of days for courses:
Human Relations for 3.5 hours per day for 8 days.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local newspaper, local television and radio, and bulletin boards.

Courses managed by Assistant Dean and as a separate accelerated course department.

Fall 1995, 207 enrolled in 12 courses.

No Additional Fees.

OHIO UNIVERSITY-ZANESVILLE
Director, Community Education
1425 Newark Road
Zanesville, OH 43701
(614) 453-0762

STATE UNIVERSITY

Accelerated Course/Program Data:

Quarters Available: Fall, Spring, Summer

Programs Offered: Master's Degrees

Courses Offered: Education, Interpersonal Communicator, Math, Psychology

Example of hours per day and number of days for courses:
All courses function for 8 hours per day for 5 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail and local newspaper.

Fall 1995, 400 enrolled in 15 courses.

No Orientation Required.

No Additional Fees.

SINCLAIR COMMUNITY COLLEGE
Dean, Continuing Education
444 W. 3rd Street
Dayton, OH 45402
(513) 226-2782

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Courses vary.

Budget: Part of regular department budget.

Example of hours per day and number of days for courses:
Real Estate for 3 hours per day for 10 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional method used is college schedule.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

UNIVERSITY OF CINCINNATI
Dean, Continuing Education
346 One Edwards Center

Cincinnati, OH 45221-0146
(513) 556-4437
STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: History, Horticulture, Humanities, Logic, Political Science, Psychology, Sociology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	95%

Completed porfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, college schedule, flyers, an local television and radio.

Courses managed as a separate accelerated course department.

Orientation Required.

Additional Fees.

WRIGHT STATE UNIVERSITY-LUKE CAMPUS
Dean, Continuing Education
7600 SR 703
Celina, OH 45822
(419) 586-2365
STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Graduate degrees in Education and Business.

Courses Offered: Accounting, Business, Education, Management, Marketing, Math, Nursing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	20%
Women returning to workforce (+25 years)	60%
Working adults (+25 years)	80%

Example of hours per day and number of days for courses:
Business for 6 hours per day for 5 days.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are direct mail, businesses, local newspaper, and college schedule.

Courses managed by each department.

Fall 1995, 140 enrolled in 5 courses.

Orientation Required.

Additional Fees vary.

OKLAHOMA

OKLAHOMA CITY UNIVERSITY
Director
2501 N. Blackwelder
Oklahoma City, OK
(405) 521-5265
UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Business, Health Administration, Humanities, Management, Marketing, Writing

Budget: General faculty salary pool for overloads.

Approximate percentage on types of students:

Women returning to workforce (+25 years)	5%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:
Business related and Health Services, 3 hours per day for 10 days. General Education, 7-8 hours (Saturdays) for 5 days.

Completed portfolio or special projects may be required by students between the non-consecutive weekends or days.

Courses managed by PLUS (Prior Learning + University Studies).

Fall 1995, 60 enrolled in 6 courses.

No Orientation Required.

No Additional Fees.

OKLAHOMA STATE UNIVERSITY
Program Coor. Business Extention
104 Gundersen
Stillwater, OK 74078
(405) 744-5208
STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: General Business Degree in Business Administration.

Courses Offered: Accounting, Economics, Finance, Management, Marketing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	70%
Working adults (+25 years)	30%

Example of hours per day and number of days for courses:
Marketing for 8 hours per day for 4 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, college schedule, local television and

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radio, and flyers.
Courses coordinated by Business Extensions Unit.
Fall 1995, 149 enrolled in 12 courses.
No Orientation Required.
No Additional Fees.

REDLANDS COMMUNITY COLLEGE
Director, Continuing Education
1300 S. Country Club Road
El Reno, OK 73036
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Accounting, Agriculture, Allied Health, Art, Communications, Computer Science, Criminal Justice, EMT, English, History, Humanities, Math, Physical Education, Political Science, Psychology, Speech
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
Criminal Justice for 8 hours per day for 2 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, bulletin boards, flyers, and direct mail.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

OREGON

CENTRAL OREGON COMMUNITY COLLEGE
Marketing/Public Relations
2600 NW College Way
Bend, OR 97701-5998
(503) 385-5517
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Quarters Available: Fall, Spring, Summer
Courses Offered: Accounting, Business, History, Humanities, Lanaguages, Psychology, Sociology
Budget: Classes are budgeted by department which offers.
Example of hours per day and number of days for courses:
Computer Applications for 5 hours per day for 2 days.
Completed portfolio or special projects may be required between the non-consecutive weekend or days.
Promotional method used is college schedule.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

CHEMEKETA COMMUNITY COLLEGE
Director, Extended Learning Department
PO Box 14007
Salem, OR 97309-7070
(503) 399-5052
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Art, Computer Science, History, Human Services, Languages, Psychology, Sociology, Writing
Budget: General Department Budget.
Example of hours per day and number of days for courses:
History for 2 Fridays for 4 hours per day and 3 Saturdays for 8 hours per day.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule and flyers.
Courses managed by each department.
Fall 1995, 154 enrolled in 5 courses.
No Orientation Required.
No Additional Fees.

LINFIELD COLLEGE
Director, Continuing Education
McMinnville, OR 97128
(503) 472-4121
PRIVATE LIBERAL ARTS COLLEGE (BAPTIST)
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Art, Business, History, Humanities, Languages, Management, Marketing, Music, Political Science, Psychology, Sociology, Speech
Budget: Separate weekend course budget.
Example of hours per day and number of days for courses:
Courses vary.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used is college schedule.
Courses managed by Division Of Continuing Education.
Fall 1995, 200 enrolled in 15 courses.
No Additional Fees.

OREGON STATE UNIVERSITY
Director, Continuing Higher Education
327 Snell Hall
Corvallis, OR 97331-1633
(503) 737-1282
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Education, History, Political

Science, Psychology, Sociology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	50%
Women returning to workforce (+25 years)	30%
Working adults (+25 years)	20%

Example of hours per day and number of days for courses:
History for 2 hours on Friday and 7 hours on Saturday for 8 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, local newspaper, flyers, bulletin boards, businesses, and college newspaper.

Courses managed by Office of Continuing Higher Education.

Fall 1995, 58 enrolled in 3 courses.

No Orientation Required.

No Additional Fees.

UNIVERSITY OF OREGON
Continuing Education Director
Eugene, OR 97403
STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Master's in Information Mangement.

Courses Offered: Accounting, Art, Business, Information Technology, Management, Marketing

Budget: Self support.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	40%
Working adults (+25 years)	50%

Example of hours per day and number of days for courses:
Business/Technology for 4 hours per day for 7 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, businesses, bulletin boards, flyers, and local newspaper.

Courses managed by Continuing Education.

No Orientation Required.

No Additional Fees.

WESTERN BAPTIST COLLEGE (BAPTIST)
Director, Weekend College
5000 Deer Park Drive SE
Salem, OR 97301
(503) 375-7018
PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art, Biology, Drama, History, Humanities, Geography, Literature, Math, Music, Political Science, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:
Science lab courses for 7 hours per day for 4 days.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, and churches.

Courses managed as a separate accelerated course department.

Fall 1995, 250 enrolled in 20 courses.

No Orientation Required.

Additional Fees.

PENNSYLVANIA

ALLENTOWN COLLEGE OF
ST. FRANCIS DE SALES
Dean, Continuing Education
2755 Station Avenue
Center Valley, PA 18034
(215) 282-4361
PRIVATE COLLEGE (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Degree programs in Business, Education, and Psychology.

Courses Offered: Accounting, Art, Business, History, Humanities, Logic, Management, Marketing, Math, Political Science, Psychology, Sociology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	85%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:
Accounting for 2.5 hours per day for 16 days.

No completed portfolio or special projects required between the non-consecutive weekend or days.

Promotional method used are communication, local television and radio, local newspaper, and other students.

Courses managed as a separate accelerated course department.

Fall 1995, 855 enrolled in 60 courses.
No Orientation Required.
No Additional Fees.

ALVERNIA COLLEGE
Director, Continuing Education
400 St. Bernardine Street
Reading, PA 19607-1799
(215) 796-8314
PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.A. and B.S. in Accounting, Computers, Computer Information Systems, English, Management, Marketing, A.S. in Accounting, Computer Information Systems, Management

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Humanities, Lanaguages, Management, Marketing, Math, Music, Political Science, Psychology, Speech

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	2%
Women returning to workforce (+25 years)	59%
Working adults (+25 years)	98%

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are communication, local newspaper, and local television and radio.

Courses managed as a separate accelerated course department.

Fall 1995, 850 enrolled in 60 courses.
No Orientation Required.
No Additional Fees.

BUCKS COUNTY COMMUNITY COLLEGE
Marketing/Public Relations
Swamp Road
Newton, PA 18940
(215) 968-8000
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Courses Offered: Accounting, Art, Business, Drama, History, Humanities, Languages, Management, Marketing, Math, Psychology, Sociology, Speech, Writing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	40%
Women returning to workforce (+25 years)	40%
Working adults (+25 years)	60%

Example of hours per day and number of days for courses:
History of Modern Art functions for 3.5 hours per day for 5 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, college schedule, local newspaper, and college newspaper.

Courses managed by each department.

Fall 1995, 241 enrolled in 12 courses.
Orientation Required.
No Additional Fees.

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Dean, Continuing Education
808 Ridge Avenue
Pittsburgh, PA 15212
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Certificates for Accounting, Computerized Accounting, Paralegal, Medical Insurance Specialist, Word Processing Specialist

Courses Offered: Accounting, Biology, Business, Computers, History, Humanities, Medical Insurance, Paralegal, Word Processing Specialist

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	50%
Working adults (+25 years)	40%

Example of hours per day and number of days for courses:
Evening/Weekend courses function for 3.5 hours per day and Saturday from 6:00 p.m. - 7:00 p.m.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional method used are college schedule, direct mail, flyers, and local newspaper.

Courses managed by Continuing Education and OFF Campus Center.

Fall 1995, 230 enrolled in 16 courses.
Orientation Required.
No Additional Fees.

COMMUNITY COLLEGE OF BEAVER COUNTY
Marketing/Public Relations
One Campus Drive
Monaca, PA 15061-2588
(412) 775-8561
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Spring

Courses Offered: Desktop Publishing, Golf, Humanities, Math, Psychology, Sociology

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	25%

Working adults (+25 years) 75%

Example of hours per day and number of days for courses:

Humanities for 4.5 hours per day for 10 days.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are bulletin boards, communication, local newspaper, and local television and radio.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

DUQUESNE UNVIVERSITY
Director, Saturday College
600 Forbes Avenue
Pittsburgh, PA 15782
(412) 396-1640

PRIVATE UNIVERSITY (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Master's in Occupational Therapy, B.S., B.A. in Accounting

Courses Offered: Biology, Business, Chemistry, History, Humanities, Management, Marketing, Math, Physics, Political Science, Psychology, Sociology, Writing

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Women returning to workforce (+25 years) 60%
Working adults (+25 years) 100%

Example of hours per day and number of days for courses:

English for 3.5 hours per day for 8 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local television and radio, local newspaper, and direct mail.

Courses managed as a separate accelerated course department.

Fall 1995, 1200 enrolled in 50 courses.

Orientation Required.

No Additional Fees.

EDINBORO UNIVERSITY OF PENNSYLVANIA
Dean, Graduate Studies
Edinboro, PA 16444
(814) 732-2720

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Education

Budget: Percentage from each department.

Approximate percentage on types of students:

Working adults (+25 years) 100%

Example of hours per day and number of days for courses:

Educational Foundations function 8:45 a.m. - 4:00 p.m. for 2 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are personal contacts and flyers.

Courses managed by each department.

No Orientation Required.

No Additional Fees.

LEBANON VALLEY COLLEGE
Director, Continuing Education
931 Harrisburg Avenue, Ste 10
Lancaster, PA 17603
(717) 399-4419

PRIVATE COLLEGE (UNITED METHODIST)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art, Biology, Humanities, Languages, Management, Marketing, Psychology, Sociology, Writing

Budget: By Continuing Education.

Approximate percentage on types of students:

Traditional college students (18-25 years) 20%
Working adults (+25 years) 80%

Example of hours per day and number of days for courses:

Management for 3 hours per day for 8 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, businesses, and local newspaper.

Courses managed by Continuing Education.

Fall 1995, 147 enrolled in 13 courses.

No Orientation Required.

No Additional Fees.

MARYWOOD COLLEGE
Dean, School of Social Work
2300 Adams Avenue
Scranton, PA 18509
(717) 348-6282

PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Summer

Courses Offered: Social Work

Budgeted: By School/Department Budget based on fiscal year.

Approximate percentage on types of students:

Women returning to workforce (+25 years) 15%
Working adults (+25 years) 85%

Example of hours per day and number of days for courses:

Social Work for 2.5 hours per day for 12 days.

No completed portfolio or special projects are

required between the non-consecutive weekend or days.

Promotional methods used is college schedule.

Courses managed by college.

Fall 1995, 275 enrolled in 23 courses.

No Orientation Required.

No Additional Fees.

MERCYHURST COLLEGE
Director, Adult College
501 East 38th Street
Erie, PA 16546
(814) 824-2573

PRIVATE COLLEGE (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer, Winter

Courses Offered: Management

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Working adults (+25 years)	100%

Example of hours per day and number of days for courses:

Business Management for 2 hours per day for 10 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are businesses, bulletin boards, college newspaper, flyers, local newspaper, local television and radio, and movie advertising.

Courses managed as a separate accelerated course department.

Fall 1995, 60 enrolled in 5 courses.

No Orientation Required.

No Additional Fees.

POINT PARK COLLEGE
Director, Adult Education
201 Wood Street
Pittsburgh, PA 15222
(412) 392-3806

PRIVATE COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Programs Offered: Business

Courses Offered: Accounting, Art, Business, Education, History, Humanities, Management, Marketing, Political Science, Psychology, Public Administration, Sociology, Speech, Writing

Budgeted: Part of Department Budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	10%
Working adults (+25 years)	80%

Example of hours per day and number of days for courses:

Business for 2.5 hours per day meeting every other week.

No completed portfolio or special projects required between the non-consecutive weekend or days.

Promotional methods used are college schedule, local newspaper, and college newspaper.

Courses managed by each department.

Fall 1995, 1200 enrolled in 76 courses.

Orientation Required.

No Additional Fees.

ROBERT MORRIS COLLEGE
Director, Special Programs
600 Fifth Avenue
Pittsburgh, PA 15219

PRIVATE BUSINESS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Business, History, Humanities, Management, Management Information Systems, Marketing, Math, Political Science, Psychology, Sociology, Speech, Writing

Budget: Joint Budgeting.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	5%
Working adults (+25 years)	90%

Example of hours per day and number of days for courses:

Management for 2.5 hours per day for 1 day per week for 15 weeks.

No completed portfolio or special projects required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, local television and radio, communication, direct mail, flyers, businesses, bulletin boards, college schedule, college newspaper, and college radio or television.

Courses managed as joint management.

Fall 1995, 508 enrolled in 25 courses.

Orientation Required.

No Additional Fees.

WEST CHESTER UNIVERSITY
Coordinator, M.B.A. Program
West Chester, PA 19383
(215) 436-2608

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: M.B.A.

Courses Offered: M.B.A. Program

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%

Working adults (+25 years) 95%

Example of hours per day and number of days for courses:
M.B.A. for 10 days a semester.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are communication, local newspaper, direct mail, and bulletin boards.

Courses managed as a separate accelerated course department.

Fall 1995, 120 enrolled in 6 courses.

No Orientation Required.

No Additional Fees.

WIDENER UNIVERSITY
Dean, University College
One University Place
Chester, PA 19013
(215) 499-4334
PRIVATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Biology, Elementary Education, History, Humanities, Management, Marketing, Math, Nursing, Political Science, Psychology, Sociology, Speech, Writing

Budget: Cast Center within University College.

Approximate percentage on types of students:
Women returning to workforce (+25 years) 10%
Working adults (+25 years) 90%

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Courses managed by University College.

No Additional Fees.

SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA
Director of Academic Programs
College Criminal Justice
Columbia, SC 29208
(803) 777-7088
STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Programs Offered: Bachelor of Arts in Interdiscipline Studies and in several B.A. and Liberal Arts with careful advising.

Courses Offered: Art, Biology, Business, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Political Science, Psychology, Sociology, Speech, Writing

Budget: Seprate accelerated course budget.

Approximate percentage on types of students:
Traditional college students (18-25 years) 50%
Women returning to workforce (+25 years) 25%
Working adults (+25 years) 25%

Example of hours per day and number of days for courses:
Courses function as 8 week courses.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college schedule, direct mail, flyers, local newspaper, college newspaper, businesses, and bulletin boards.

Courses managed as a separate accelerated course department.

No Orientation Required.

No Additional Fees.

SOUTH DAKOTA

UNIVERSITY OF SOUTH DAKOTA
Dean, Continuing Education
414 E. Clark Street
Vermillion, SD 57069
(605) 677-5281
STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Drug Abuse Studies, Political Science, Speech

Approximate percentage on types of students:
Working adults (+25 years) 80%

Example of hours per day and number of days for courses:
Speech functions on Friday for 4 hours and Saturday for 8 hours for 8 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are direct mail, flyers, local newspaper, businesses, and college schedule.

Courses managed by Continuing Education.

Fall 1995, 80 enrolled in 4 courses.

No Orientation Required.

TENNESSEE

CLEVELAND STATE COMMUNITY COLLEGE
Dean of Academic Affairs
PO Box 3570
Cleveland, TN 37320-3570
(615) 472-7141, ext.381
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Business, Computers, Management

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	75%
Working adults (+25 years)	25%

Example of hours per day and number of days for courses:
Business for 3 hours per day for 4 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local newspaper, and businesses.
Courses managed by each department.
Fall 1995, 463 enrolled in 32 courses.
No Orientation Required.
No Additional Fees.

COLUMBIA STATE COMMUNITY COLLEGE
Marketing/Public Relations
PO Box 1315/HW 99 West
Columbia, TN 38401
(615) 388-0120
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring
Courses Offered: Business
Budgeted: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	20%
Working adults (+25 years)	70%

Example of hours per day and number of days for courses:
Business functions on Friday 2:00 p.m. - 9:00 p.m. and Saturday 8:00 a.m. - 5:00 p.m. for 6 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule and local newspaper.
Courses managed by each department.
Fall 1995, 165 enrolled in 14 courses.
No Orientation Required.
No Additional Fees.

UNIVERSITY OF MEMPHIS
Office Of The Registrar
Memphis, TN 38152
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: M.A. in Journalism
Courses Offered: Education, Journalism, Music
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
Selected weekend courses function on Friday night and all day Saturday.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Courses managed by each department.
Fall 1995, 100 enrolled in 5 courses.
No Orientation Required.
Additional Fees Vary.

TEXAS

ALVIN COMMUNITY COLLEGE
Marketing/Public Relations
3110 Mustang Road
Alvin, TX 77511
(713) 331-6111
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: End of Spring, Beginning of Summer
Courses Offered: Business, History, Humanities, Management, Math, Political Science, Psychology, Sociology, Writing
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	98%
Women returning to workforce (+25 years)	2%

Example of hours per day and number of days for courses:
English for 4 hours per day for 12 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local newspaper, and college newspaper.
Courses managed by each department.
Fall 1995, 119 enrolled in 10 courses.
No Orientation Required.
No Additional Fees.

AMARILLO COLLEGE
Management Department Chair
PO Box 447
Amarillo, TX 79178
(806) 371-5268
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Management, Real Estate
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	25%
Working adults (+25 years)	65%

Example of hours per day and number of days for courses:
Management functions on Friday for 2.5 hours

and Saturday for 7 hours.
Completed porfolio or special projects may be required between the non-consecutive weekend or days.
Promotional methods used are college schedule and communication.
Courses managed by each department.
Fall 1995, 40-80 enrolled in 5 courses.
No Orientation Required.
No Additional Fees.

DALLAS BAPTIST UNIVERSITY (BAPTIST)

Dean, Weekend College
3000 Mountain Creek Parkway
Dallas, TX 75211
(214) 333-5229

PRIVATE LIBERAL ARTS UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Bachelor of Applied Arts and Science, Bachelor of Applied Business Administration, Master's of Business Administration
Courses Offered: Accounting, Business, History, Humanities, Management, Marketing, Math, Psychology, Religion, Sociology
Budget: Percentage from each department.
Approximate percentage on types of students:

Working adults (+25 years)	75%

Example of hours per day and number of days for courses:
Courses vary.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are communication, local newspaper, businesses, local radio, and bulletin boards.
Courses managed by each department.
Orientation Required.
No Additional Fees.

DALLAS THEOLOGICAL SEMINARY

Special Asst. Academic Dean/Extenral Studies
3909 Swiss Avenue
Dallas, TX 75204
(214) 841-3677

PRIVATE SEMINARY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: M.A. in Biblical Studies
Courses Offered: Bible Studies, Theology
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Working adults (+25 years)	99%

Example of hours per day and number of days for courses:
Courses vary.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are direct mail, flyers, and local television and radio.
Courses managed as a separate accelerated course department.
Fall 1995, 202 enrolled in 17 courses.
No Orientation Required.
No Additional Fees.

DEL MAR COLLEGE

Director, Continuing Education
Corpus Christi, TX 78404
(512) 886-1248

STATE COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring
Courses Offered: English, Computers, Kinesiology, Management
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
English functions 12:30 p.m. - 2:30 p.m. Monday to Thursday.
Promotional method used is college schedule.
Courses managed by each department.
Fall 1995, 54 enrolled in 3 courses.
No Orientation Required.
No Additional Fees.

KILGORE COLLEGE

Dean, Academic Instruction
1100 Broadway Blvd.
Kilgore, TX 75662
(903) 983-8213

COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Biology, History, Humanities, Languages, Management, Math, Music, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	70%
Women returning to workforce (+25 years)	20%
Working adults (+25 years)	10%

Example of hours per day and number of days for courses:
Courses in during the summer function for 5.5 weeks for 5 days a week.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, local newspaper, college newspaper, and bulletin boards.
Courses managed by each department.

No Orientation Required.
No Additional Fees.

NORTHEAST COLLEGE
HOUSTON COMMUNITY COLLEGE SYSTEM
President
PO Box 7849
Houston, TX 77270-7849
(713) 694-5384
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Courses Offered: Accounting, Art, Business, Economics, Government, History, Humanities, Languages, Marketing, Math, Philosophy, Psychology, Sociology, Speech

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	50%
Women returning to workforce (+25 years)	25%
Working adults (+25 years)	25%

Example of hours per day and number of days for courses:
History for 3 hours per day for 4 days.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Courses managed by each department.

Fall 1995, 1548 enrolled in 88 courses.
No Orientation Required.
No Additional Fees.

SAN JACINTO COLLEGE CENTRAL
Director, Weekend Division/
Clear Creek Extension
8060 Spencer Hwy.
PO Box 2007
Pasadena, TX 77501-2007
(713) 476-1878
COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring

Programs Offered: Fire Technology Program takes one year to complete with students attending only on weekends.

Courses Offered: Fire Technology

Approximate percentage on types of students:

Traditional college students (18-25 years)	60%
Working adults (+25 years)	40%

Example of hours per day and number of days for courses:
Principles of Fire Prevention, Friday 4 hrs per day, for 4 days, Saturday, 8 hrs per day, for 3 days, Sunday, 8 hrs per day, for 1 day.

Promotional methods used are college schedule, direct mail, and businesses.

OUR LADY OF THE LAKE UNIVERSITY
Director, Weekend College
411 SW 24th Street
San Antonio, TX 78207-4689
(210) 434-6711, ext.333
PRIVATE LIBERAL ARTS UNIVERSITY (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.A., B.B.A., B.S., B.A.S., M.A., M.S., M.E.D., M.B.A.

Courses Offered: Accounting, Art, Biology, Business, Chemistry, Drama, History, Humanities, Languages, Logic, Management, Marketing, Math, Music, Physics, Political Science, Psychology, Sociology, Speech, Writing

Budget: Percentage from each department.

Approximate percentage on types of students:

Traditional college students (18-25 years)	1%
Working adults (+25 years)	99%

Example of hours per day and number of days for courses:
Accounting for 4 hours per day for 11 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local television and radio, businesses, local newspaper, direct mail, flyers, and college schedule.

Courses managed as a separate accelerated course department.

Fall 1995, 1000 enrolled in 42 courses.
Orientation Required.
No Additional Fees.

SUL ROSS STATE UNIVERSITY
Director, Teacher Education
Box C-115
Alpine, TX 79832
(915) 837-8170
STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: Master's in Education

Courses Offered: Education, Political Science

Budget: Regular departmental budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	8%
Women returning to workforce (+25 years)	50%
Working adults (+25 years)	99%

Example of hours per day and number of days for courses:
Education functions 8 hours on Saturday and 4 hours on Sunday for 9 days per semester.

Completed portfolio or special projects may be required between the non-consecutive weekend or days.

Promotional methods used are college schedule, student support, encouragement of new prospects, and direct mail.

Courses coordinated by Director of Teacher Education.

Fall 1995, 696 enrolled in 23 courses.

Orientation Required.

No Additional Fees.

TEXAS WESLEYAN UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.B.A., B.A., B.S. in Business

Courses Offered: Accounting, Art, Business, Drama, English, History, Humanities, Languages, Legal Studies, Management, Marketing, Music, Political Science, Psychlogy, Religion, Speech, Writing

Budget: University budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Women returning to workforce (+25 years)	70%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:

Weekend courses meet seven times in 4 hour sessions over a 14 week period.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, local television and radio, direct mail, bulletin boards, businesses, and flyers.

Courses managed as a separate accelerated course department.

Fall 1995, 232 enrolled in 30 courses.

No Orientation Required.

No Additional Fees.

WEATHERFORD COLLEGE

Marketing/Public Relations
308 East Park Avenue
Weatherford, TX 76086
(817) 594-5471

COMMUNITY COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Accounting, Business, Computer Science, Criminal Justice, History, Humanities, Math, Psychology, Speech

Budget: Student Services Budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	44%
Women returning to workforce (+25 years)	7%
Working adults (+25 years)	50%
Self-identified	7%

Example of hours per day and number of days for courses:

Office Systems Technology for 2.5 hours one day per week.

No completed portfolio or special projects required between the non-consecutive weekend.

Promotional methods used are inserts in bank statements and paychecks courtesy of local business, businesses, direct mail, flyers, local newspaper, and local television and radio.

Courses managed Weekend College under Student Services.

Fall 1995, 52 enrolled in 11 courses.

No Orientation Required.

No Additional Fees.

VIRGINIA

BLUEFIELD COLLEGE
(BAPTIST)

Director of MHR
3000 College Drive
Bluefield, VA 24605
(703) 326-4231

PRIVATE LIBERAL ARTS COLLEGE

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.S./B.A. in Organizational Management and Development, B.S./B.A. in Christian Ministry

Courses Offered: Fine Arts, History, Management, Physical Science

Budget: Separate accelerated course budget.

Approximate percentage on types of students:

Traditional college students (18-25 years)	5%
Working adults (+25 years)	95%

Example of hours per day and number of days for courses:

Programs are lock step programs, meaning divided into modules. The student must complete all modules to receive his/her degree. Classes meet one night a week for 4 hours. The major takes 55 weeks to complete. Each module is 5-6 weeks long.

Completed portfolio or special projects are required between the non-consecutive weekend or day.

Promotional method used are local newspaper, local television, and radio, and direct mail.

Courses managed as a separate course department.

Fall 1995, 63 enrolled in 5 courses.

Orientation Required.

No Additional Fees.

NORTHERN VIRGINIA COMMUNITY COLLEGE

Chair, Communications and Humanities
3001 N. Beauregard Street
Alexandria, VA 22311
(703) 845-6212

COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Administration Justice, Business, Computer Science, English, Geology, Health, Physical Education, Travel
Budget: Within the division.
Example of hours per day and number of days for courses:
Sociology for 4 weekends for half a day on Saturday and Sunday.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule and direct mail.
Courses managed by each department.
No Orientation Required.
No Additional Fees.

OLD DOMINION UNIVERSITY
Vice President, Academic Affairs
Hampton Blvd.
Norfolk, VA 23529
(804) 683-5314
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Education, Management, Marketing
Budget: Regular budget.
Example of hours per day and number of days for courses:
Management for 6 hours per day for 7 days.
Courses managed by each department.
Fall 1995, 60 enrolled in 3 courses.
No Orientation Required.
No Additional Fees.

WASHINGTON

CENTRAL WASHINGTON UNIVERSITY
Director, MSOD Program
MSOD Program, PSYCH. Bldg.
Ellenburg, WA 98926
(509) 963-2389
STATE UNIVERSITY
Accelerated Course/Program Data:
Semesters Available: Varies
Courses Offered: Organization Development
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Women returning to workforce (+25 years)	50%
Working adults (+25 years)	100%

Example of hours per day and number of days for courses:
Courses vary.
Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional method used is college schedule.
Courses managed as a separate accelerated course department.
Fall 1995, 22 enrolled in 12 courses.
No Orientation Required.
No Additional Fees.

EVERGREEN STATE COLLEGE
Academic Dean
Academic Deans, L2211
Olympia, WA 98505
(206) 866-6000, ext. 6875
STATE COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Degree in Liberal Arts.
Courses Offered: Biology, Business, Chemistry, History, Humanities, Languages, Management, Math, Psychology, Sociology, Speech, Writing
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	33%
Women returning to workforce (+25 years)	17%
Working adults (+25 years)	50%

Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are direct mail, local newspaper, flyers, college schedule, college newspaper, businesses, bulletin boards, college radio or television, and local television and radio.
Courses managed by Dean.
Fall 1995, 150 enrolled in 7 courses.
No Orientation Required.
No Additional Fees.

NORTHWEST INDIAN COLLEGE
Marketing/Public Relations
2522 KWINA Road
Bellingham, WA 98226
(206) 676-2772
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Programs Offered: Certificate in Chemical Dependency Counselor.
Courses Offered: Business, Human Services, Hotel, Restaurant, Casino Mangement
Budget: Extension Services and Distance Learning Budgets.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	15%
Working adults (+25 years)	75%

Example of hours per day and number of days for courses:
Chemical Dependency for 6 hours per day for 5 or 6 days.

Completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, flyers, and direct mail.
Courses managed by each department.
Fall 1995, 280 enrolled in 15 courses.
No Orientation Required.
No Additional Fees.

SOUTH PUGET SOUND COMMUNITY COLLEGE
Marketing/Public Relations
2011 Mottman Road SW
Olympia, WA 98502
(206) 754-7711
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: Associate of Arts
Courses Offered: Art, Biology, Chemistry, History, Humanities, Math, Physics, Political Science, Psychology, Sociology, Speech, Writing
Budget: Percentage from each department.
Example of hours per day and number of days for courses:
Humanities for 4 hours per day for 14 days.
No completed portfolio or special projects are required between the non-consecutive weekend or days.
Promotional methods used are college schedule, direct mail, and counseling staff.
Courses managed by each department.
Fall 1995, 40 enrolled in 6 courses.
No Orientation Required.
No Additional Fees.

TACOMA COMMUNITY COLLEGE
Campus Chief Academic Officer
5900 12th Street
Tacoma, WA 98465
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Courses Offered: Courses vary.
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Retraining or unemployed	100%

Promotional methods used are local newspaper, college schedule, businesses, flyers, and local television and radio.
Courses managed as a contracted activity and coordination of project.
Orientation varies.
No Additional Fees.

YAKIMA VALLEY COMMUNITY COLLEGE
Dean for Instructional Support
16th Avenue/NOB Hill Blvd
Yakima, WA 98907-1647
(509) 575-2039
COMMUNITY COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Winter
Courses Offered: Biology, Communications, Drama, Languages, Speech
Budget: Separate accelerated course budget.
Approximate percentage on types of students:

Traditional college students (18-25 years)	10%
Women returning to workforce (+25 years)	30%
Working adults (+25 years)	60%

Example of hours per day and number of days for courses:
Drama for 3 hours per day for 10 days within 5 weeks.
No completed portfolio or special projects required between the non-consecutive weekend or days.
Promotional methods used are local newspaper, businesses, local television and radio, college schedule, flyers, bulletin boards, college newspaper, and direct mail.
Courses managed as a separate accelerated course department.
Fall 1995, 25 enrolled in 1 courses.
No Orientation Required.
No Additional Fees.

WISCONSIN

MARIAN COLLEGE OF FOND DU LAC (CATHOLIC)
Dean, Weekend Program
45 South National Avenue
Fond du Lac, WI 54935
(414) 923-8157
PRIVATE LIBERAL ARTS COLLEGE
Accelerated Course/Program Data:
Semesters Available: Fall, Spring, Summer
Programs Offered: B.B.A., B.S. in Operations Management
Courses Offered: Business, Liberal Arts, Operations Management
Budget: Separate accelerated course department.
Approximate percentage on types of students:

Traditional college students (18-25 years)	2%
Women returning to workforce (+25 years)	48%
Working adults (+25 years)	48%

Example of hours per day and number of days for courses:
All courses function for 4 hours per day for 7 days.
Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local television and radio, local newspaper, direct mail, college schedule, businesses, and flyers.

Courses managed as a separate accelerated course department.

Fall 1995, 1300 enrolled in 110 courses.

No Orientation Required.

No Additional Fees.

MARQUETTE UNIVERSITY
Director, Continuing Education
1918 W. Wisconsin Avenue
Milwaukee, WI 53233
(414) 288-7118

PRIVATE UNIVERSITY (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Programs Offered: B.S. in Oraganization and Leadership

Courses Offered: Accounting, Business, Communication, Conflict Resolution, History, Humanities, Leadership, Management, Marketing, Political Science, Psychology, Sociology, Speech, Writing

Budget: Separate accelerated course budget.

Example of hours per day and number of days for courses:

Courses vary.

No completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are yellow pages, communication, local radio, local newspaper, and direct mail.

Courses managed as a separate accelerated course department.

Orientation Required.

No Additional Fees.

MOUNT MARY COLLEGE
Director, Graduate Art Therapy
2900 N. Menomenee River Parkway
Milwaukee, WI 53222
(414) 256-1215

PRIVATE LIBERAL ARTS COLLEGE (CATHOLIC)

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Art Therapy

Budget: Percentage from each department.

Approximate percentage on types of students:

Women returning to workforce (over 25 years)	80%
Working adults (+25 years)	100%

Example of hours per day and number of days for courses:

Art Therapy functions on Friday for 4 hours, Saturday for 7 hours, and Sunday for 4 hours for 4 weekends.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are flyers, direct mail, college schedule, and Professional Associations National news letter.

Courses managed by each department.

Fall 1995, 64 enrolled in 4 courses.

Orientation Required.

No Additional Fees.

UNIVERSITY OF WISCONSIN-PARKSIDE
Vice Chancellor, Extended Services
900 Wood Road Box 2000
Kenosha, WI 53141-2000
(414) 595-2032

STATE UNIVERSITY

Accelerated Course/Program Data:

Semesters Available: Fall, Spring, Summer

Courses Offered: Teacher Certification

Budget: Continuing Education or Dean.

Approximate percentage on types of students:

Working adults (+25 years)	100%

Example of hours per day and number of days for courses:

Teaching, Learning, and Development functions March 18 to May 10.

Completed portfolio or special projects are required between the non-consecutive weekend or days.

Promotional methods used are local newspaper, flyers, community oriented newspapers, communication, school functions, and direct mail.

Courses managed by Dean.

Orientation Required.

No Additional Fees.

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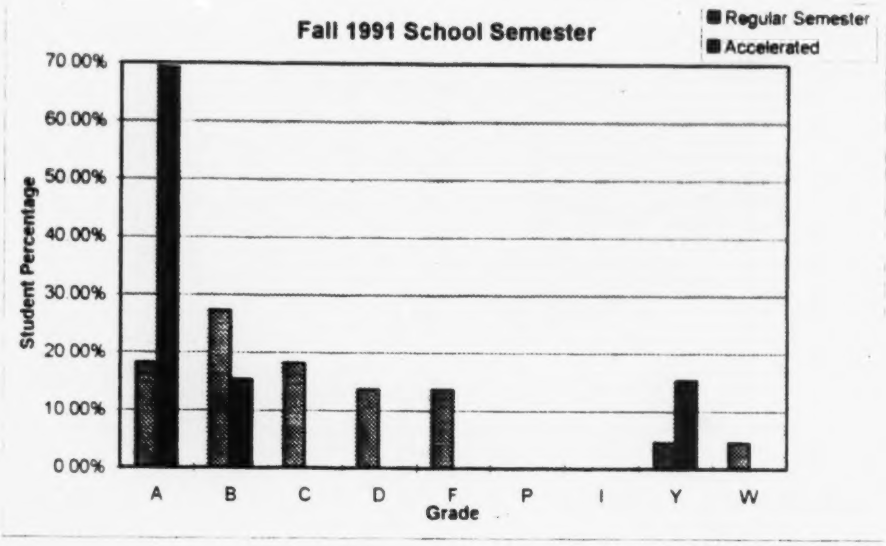
SECTION 7

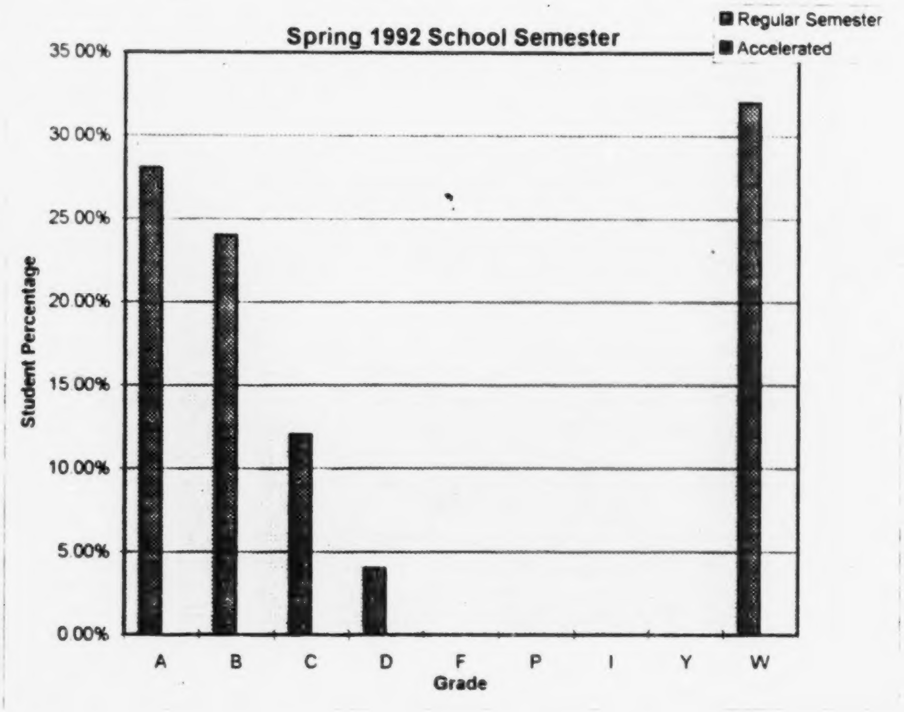
A Comparison of Student Outcomes of a Course Taught in the Traditional Mode (16 Weeks) Versus the Same Course Taught in the Accelerated Mode (4 Days)

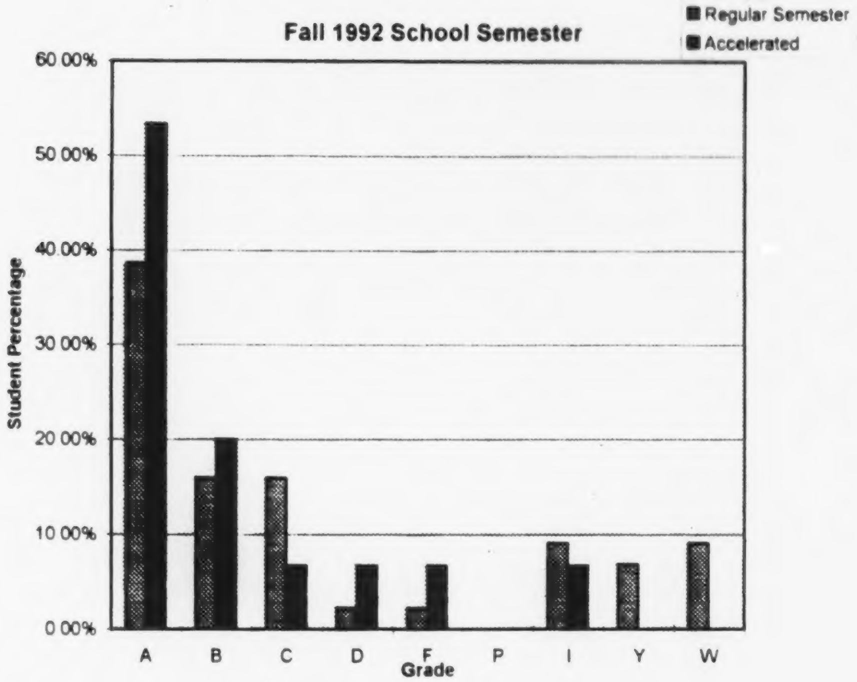
Nine semesters of grades were tabulated to create a comparison between a traditional class and an accelerated class. A note of interest are the grades of "Y" and "W". A "Y" grade is a student withdrawal by the instructor. A "W" grade is when a student withdraws from the class.

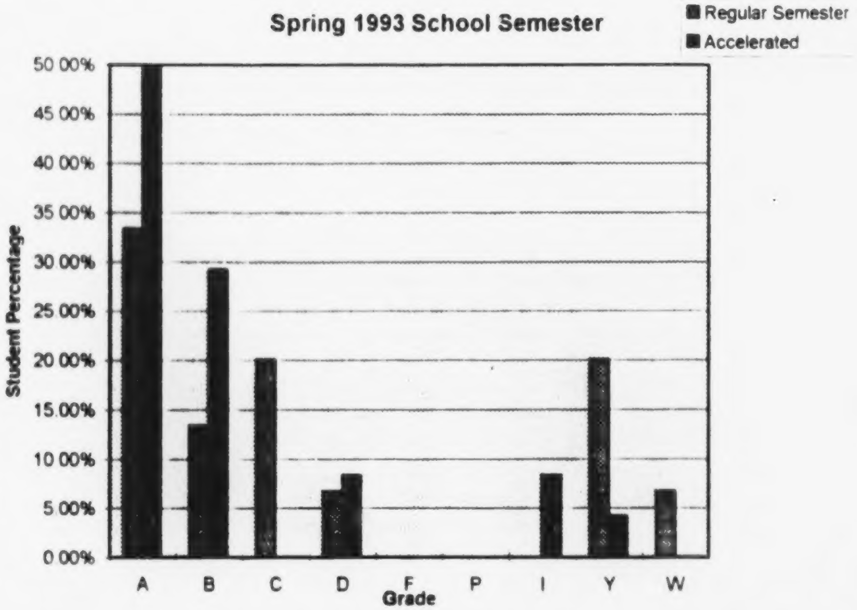
You will notice that in the accelerated class no student withdrew from the class, although the instructor did withdraw some students from the class. The raw data shows that the accelerated class had a smaller number of students, and those that did not receive A's or B's recieved the lower grades because of failure to complete all of the assignments.

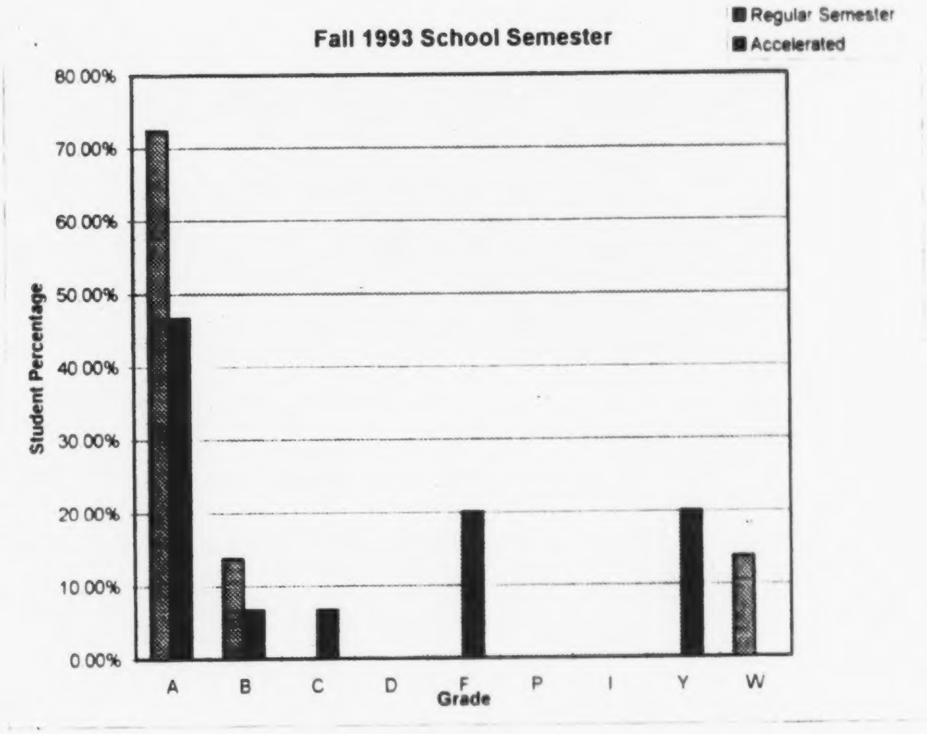
In a traditional class of 16 to 18 weeks, missing some class time may not be as detrimental as missing a half day of a 4 day class. Missing part of an accelerated class may mean missing as much as 10 to 20 percent of the class. Students rarely fail to attend 100 percent of the accelerated classes. In other words, the teacher to student actual contact time is far greater in the accelerated course than in the 16 week course, since the student can not afford to miss any of the accelerated course.

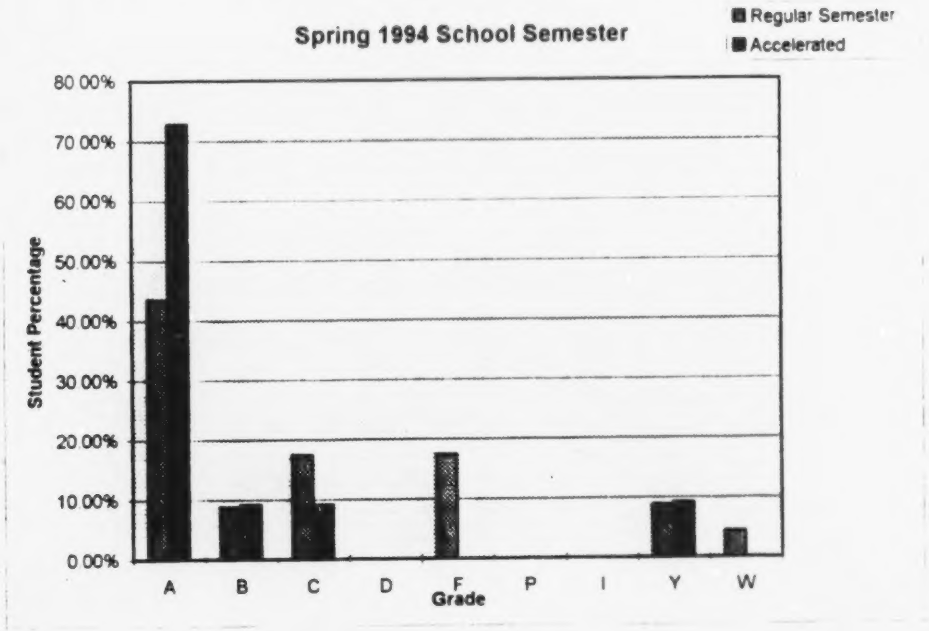

Fall 1991 School Semester
Regular Semester
Accelerated
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Student Percentage
A
B
C
D
F
P
I
Y
W
Grade

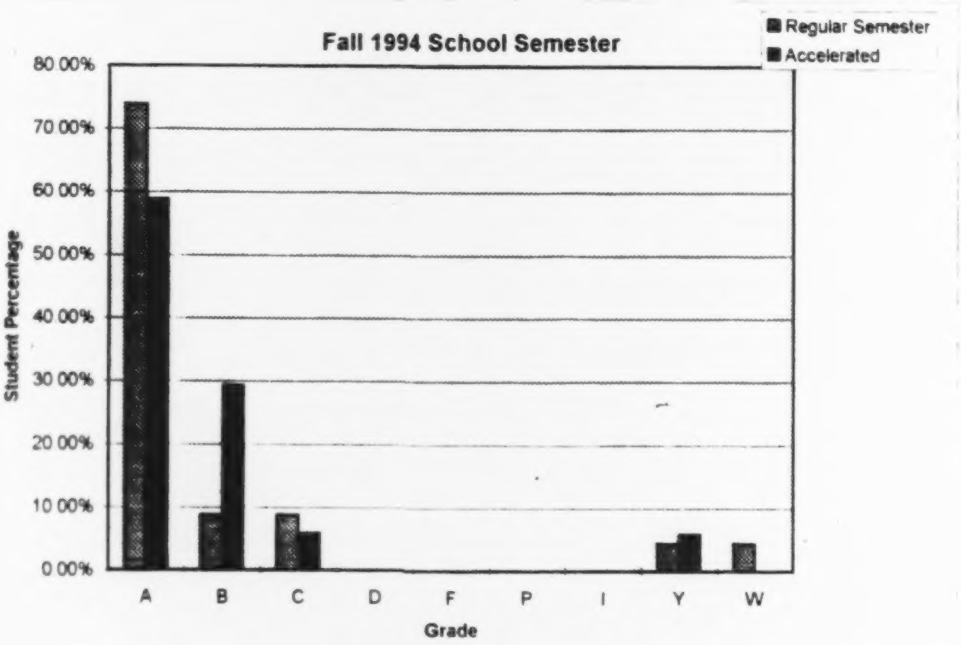

Spring 1992 School Semester
Regular Semester
Accelerated
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
Student Percentage
A
B
C
D
F
P
I
Y
W
Grade

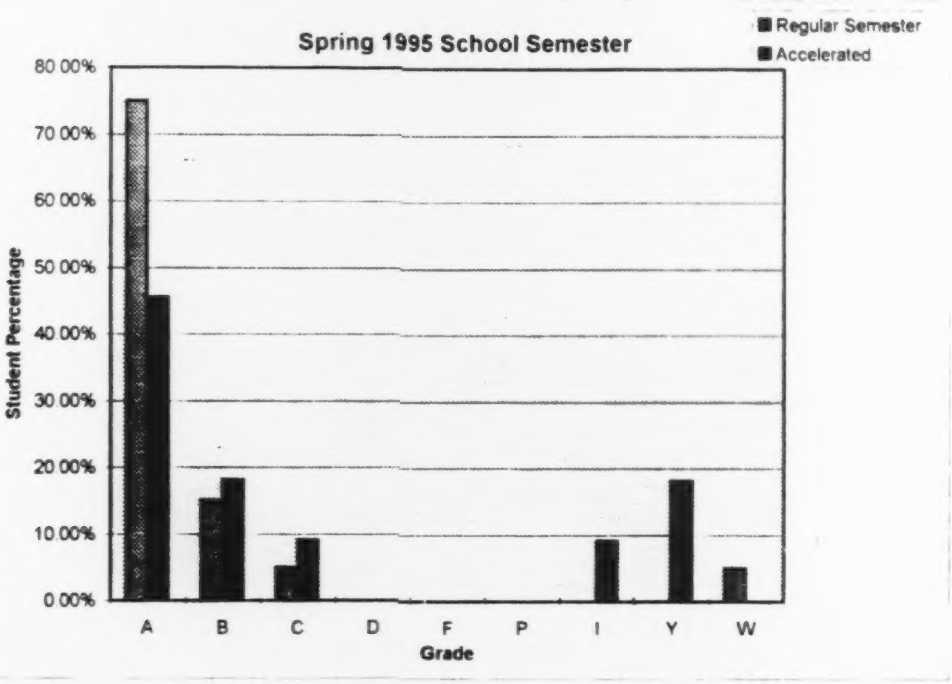

Fall 1992 School Semester
Regular Semester
Accelerated
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Student Percentage
A
B
C
D
F
P
I
Y
W
Grade

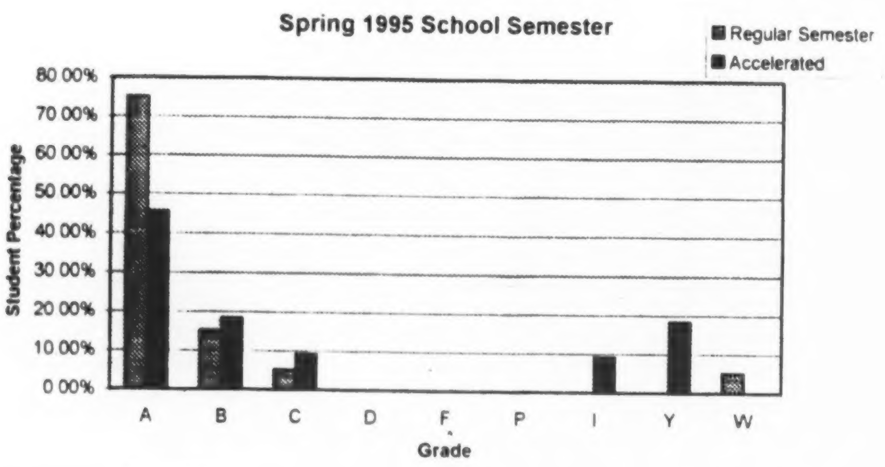

Spring 1993 School Semester
Regular Semester
Accelerated
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
Student Percentage
A
B
C
D
F
P
I
Y
W
Grade


Fall 1993 School Semester
Regular Semester
Accelerated
Student Percentage
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
A
B
C
D
F
P
I
Y
W
Grade


Spring 1994 School Semester
Regular Semester
Accelerated
Student Percentage
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
A
B
C
D
F
P
I
Y
W
Grade


Fall 1994 School Semester
Regular Semester
Accelerated
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Student Percentage
A
B
C
D
F
P
I
Y
W
Grade


Spring 1995 School Semester
Regular Semester
Accelerated
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Student Percentage
A
B
C
D
F
P
I
Y
W
Grade


Spring 1995 School Semester
Regular Semester
Accelerated
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Student Percentage
A
B
C
D
F
P
I
Y
W
Grade

SECTION 8

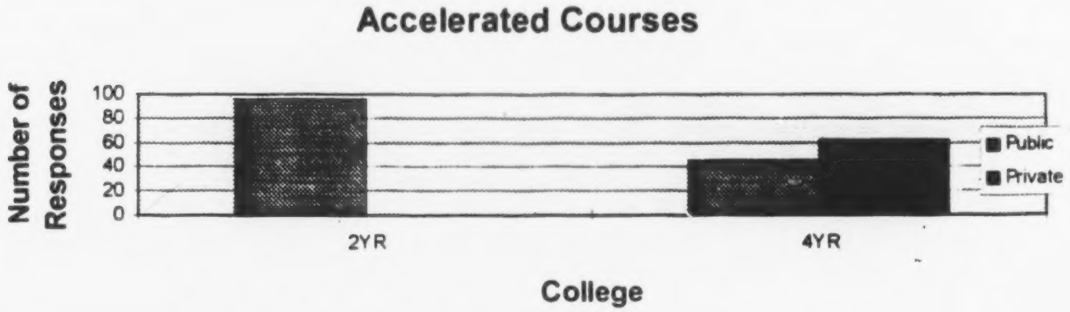
Statistical Analysis of Data Reported by 217 Institutions Involved in Offering Accelerated Courses

After compiling the raw data it was interesting to note that a majority of schools were two year community colleges, although a number of the four year public schools were major state universities. Of the four colleges that offer accelerated courses, many were private institutions. The majority of courses that were being offered are computers, business, and social sciences.

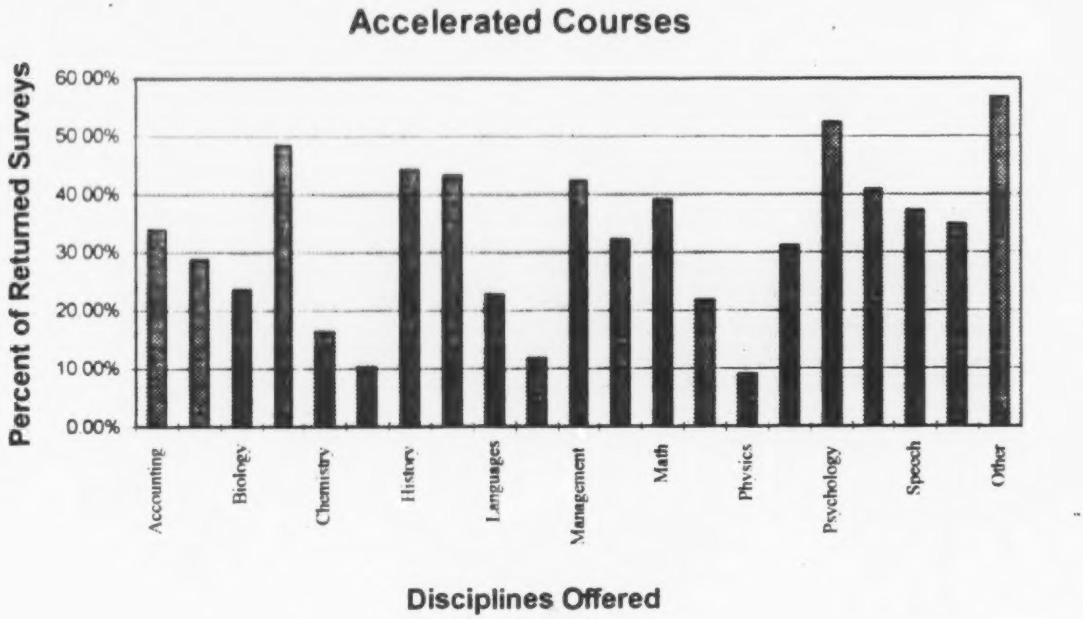
The major way of promoting accelerated courses is in the college schedules. The second most popular was word of mouth, after which came the local newspaper.

Many of the schools offer accelerated courses, but in most cases there are not enough accelerated courses to fulfill the requirements for a degree.

Of the colleges surveyed, 46.82 percent that offer some form of accelerated courses are public supported 2 year community colleges. Twenty -two percent of the colleges that offer accelerated courses are public funded 4 year colleges, some of these are only graduate programs. The other 31 percent are private colleges, a majority of these are associated with churches.

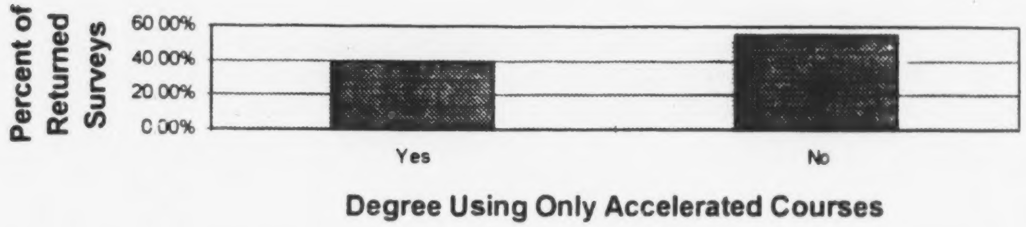

Accelerated Courses

Of all the disciplines offered by the colleges that offer accelerated courses, the largest single course was psychology, with business courses coming in a close second. According to the graphs, the OTHER category had the highest percentage. However, this is an area that encompasses all uncatagorized courses. Within this category computers and health care courses are the majority.


Accelerated Courses

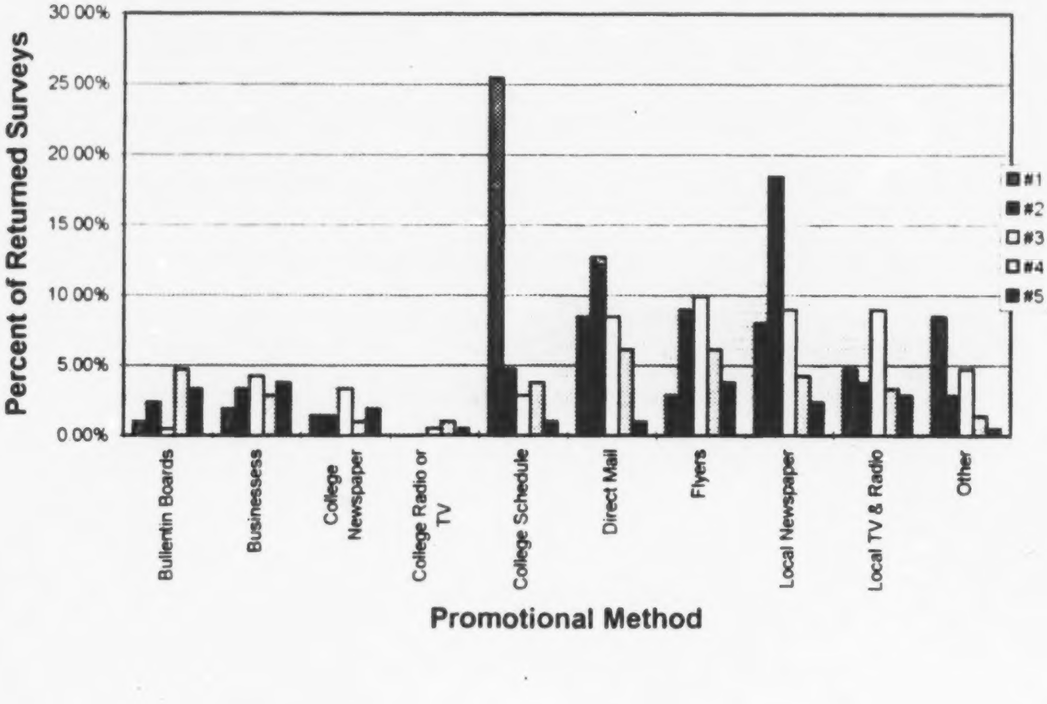
Only 40 percent of schools offering accelerated courses have a program that allows students to achieve their degree goals through this method, the other 60 percent require some type of traditional class room participation.

Accelerated Courses

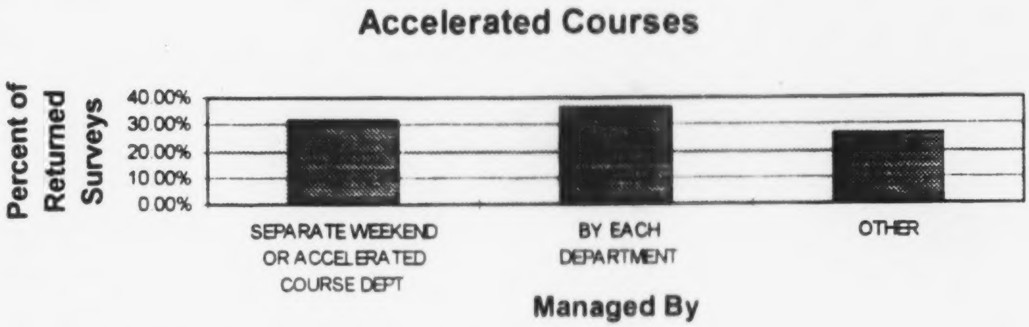


The most effective promotional method for colleges that offer accelerated courses was the college schedule, followed by word of mouth. The least effective method was using the colleges' radio or television stations. This may be explained by the fact that the majority of colleges offering this format are community colleges, and they are the least likely to have these facilities.

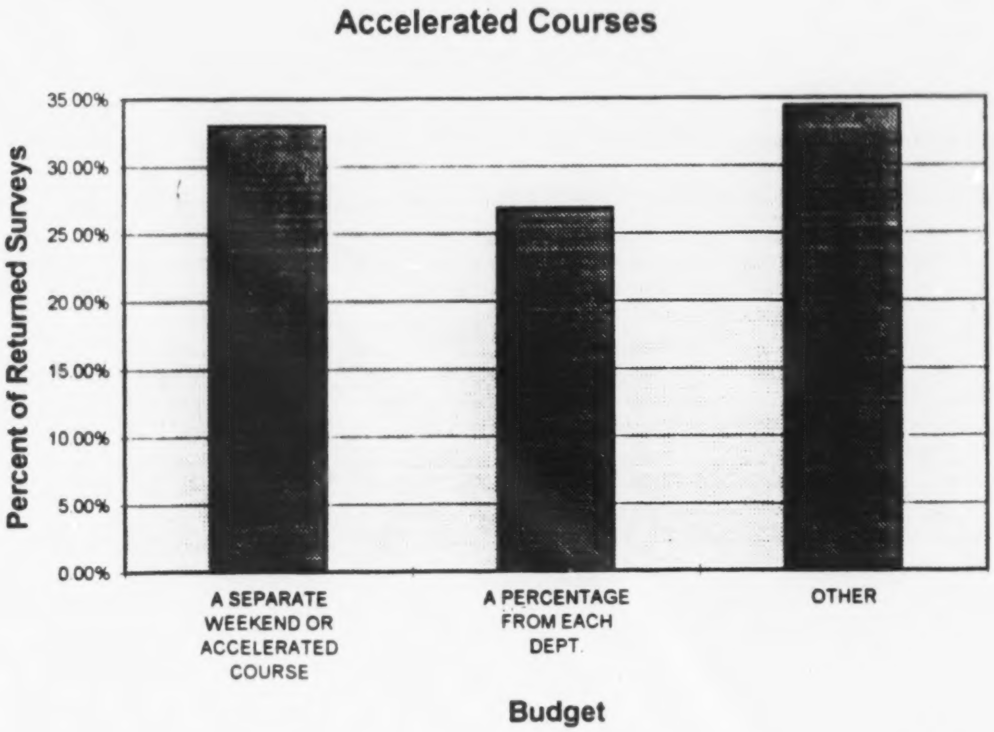
Accelerated Courses



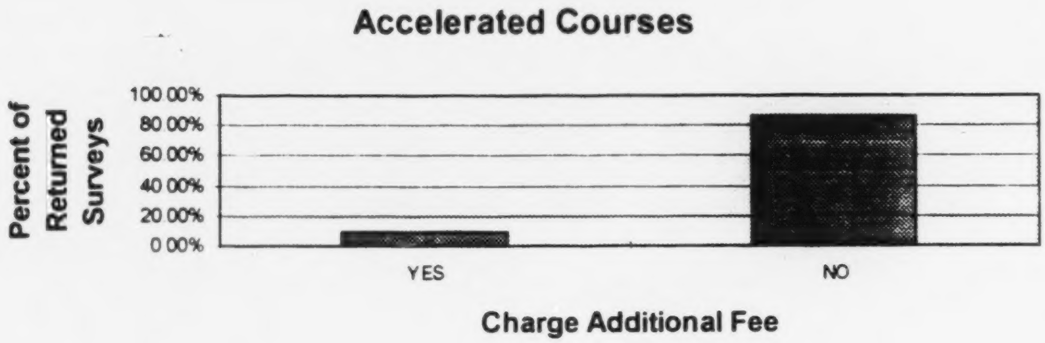
Thirty - Five percent of the colleges reporting state that they manage their accelerated course from within the individual department. Thirty percent say that they have created a separate department to manage accelerated courses. Twenty- Five percent have the dean's office manage the courses.



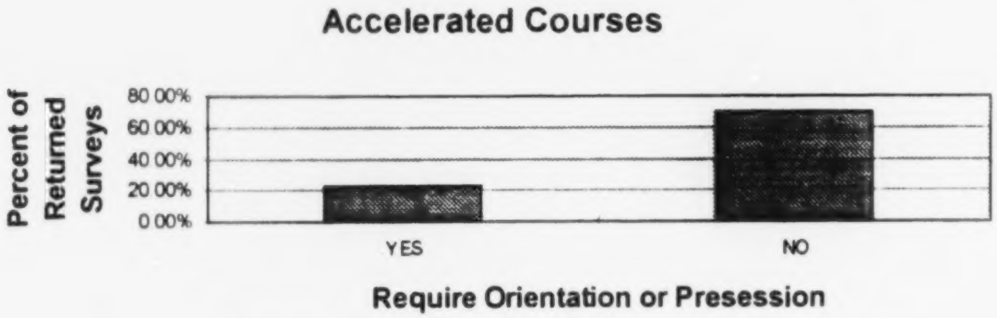
When it comes to budgeting for accelerated courses, a little over 35 percent report that the dean's office controls this budget. However, just over 30 percent report that they have a separate weekend or accelerated course budget. The last 25 percent or so have each department pay for their courses.



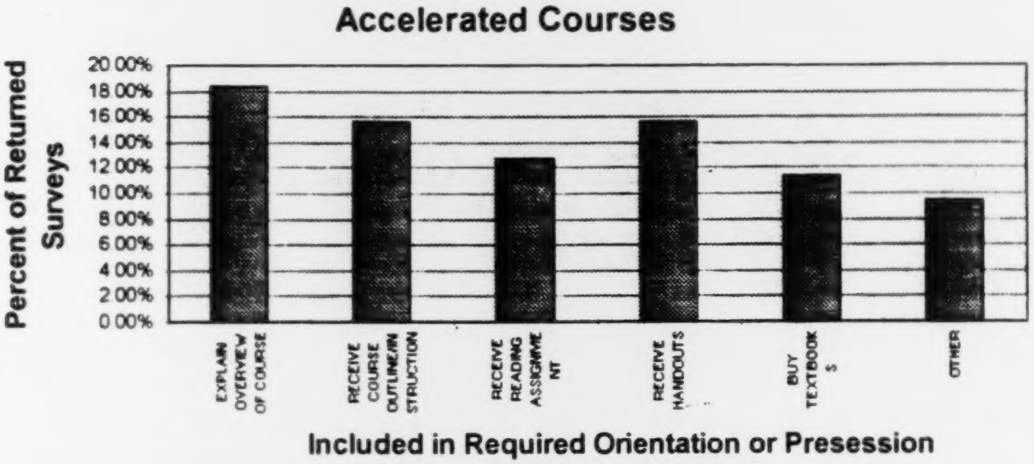
Only about 9 percent of the schools surveyed state that they charge additional fees for their accelerated courses. Most of these are in the form of lab fees or field trip fees. A few of the schools stated that they charge a larger tuition fee for graduate accelerated courses.



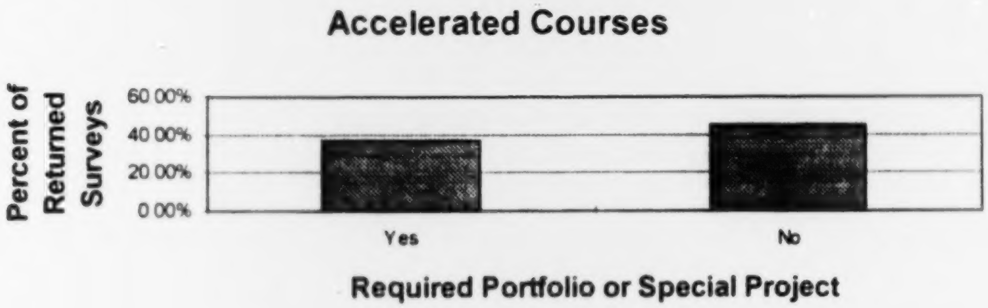
Surprisingly, only a little over 20 percent of the schools require an orientation or pre-session. The majority of schools do not require an orientation. They state there is a first class meeting, or they mail the information to the student before the first class meeting.



For schools that required an orientation, an explanation and overview of the course was the major function. Sixteen percent of schools said that receiving outlines, instruction, and handouts were the main function of the orientation.



Over 45 percent of colleges do not require special projects or a portfolio. Of those schools that require one, it is mostly for the professional courses or highly technical courses.



Of the approximately 200 or so schools that returned the survey that do not offer accelerated courses 23 percent were thinking about doing so in the near future. A majority of these schools do offer some form of alternative education. Many have self-paced classes or a shorter semester.

SECTION 9

A Review of Post Secondary Accelerated Curriculum Literature

by Francine Trotter, Ph.D.

As the downsizing of corporate America continues and mid-management positions diminish, an ever increasing number of "non-traditional" adult students seek education and training for new jobs, for upgrading skills and, in many instances, for entrepreneurial careers. Many of these adult students are in their late forties and fifties and are employed in temporary and lower-skilled jobs at reduced salaries and wages (Uchitelle and Kleinfield, 1996). The growing number of adult students attending higher education institutions is not a new phenomena. Since 1970 there has been an adult student population explosion while overall higher education enrollment has not grown appreciably.

These adult students seek education and training at times convenient for work and family, education in the evenings and on the weekends. Additionally, these adults do not have four to five years to expend on education, economics has created an urgency to complete their educational goals as quickly as possible and to receive a profitable return on their educational investment. Some colleges and universities have responded to these adult students by creating weekend programs and colleges. In some of these weekend programs courses are being accelerated in order that students can complete a course in less than a semester or quarter.

Weekend education is not a new concept but one that has grown slowly in the shadow of traditional academia. In the sixties Miami Dade Junior College in Florida and Wayne State University in Michigan offered degree credit courses on the weekend (Overall, Miklich, and Snow, 1991). A survey in 1986 by James East (1988) identified 225 weekend colleges at two-year and four-year institutions, 55 were established in 1985 and 1986. Nixon (1996) surveyed 916 private and public higher education institutions and found over 241 institutions with some type of accelerated weekend program operating alongside traditional programs. The weekend education concept is growing as are other alternative delivery systems such as telecourses, teleconferencing, and most recently Internet courses.

This article is a brief, selective review of the literature discussing higher education credit courses taught primarily on the weekends in an accelerated delivery schedule. There is a body of literature that addresses weekend programs and weekend colleges as well as defines the terms. In a study of 11 southern California colleges Overall and others (1991) define "weekend college program" as any program that permits students to earn significant amounts of degree program credit on Friday evenings, Saturdays, or Sundays. Cross (1976) defines weekend college similarly, "an organized program of instruction which offers credit leading to a degree on the weekend." Wahlman (1988) studied students attending AASCU institutions and defined weekend college as "a college in which students attend organized programs of instruction on weekends usually beginning on Friday evening and running to Sunday." In these studies it appears some courses are taught on consecutive weekends for traditional spans of time, one to three hours in duration, while other courses are accelerated and taught in large blocks of time on non-consecutive weekends. The accelerated courses allow students to complete an entire class in one, two, or three weekends and entire degree programs in shorter durations of time.

The term accelerated is used in some weekend college literature in reference to expediting a student's studies or degree program. However, a search of the literature relevant to the term accelerated reveals the term predominantly associated with primary and secondary programs for the gifted.

Higher education institutions have traditionally accelerated summer school courses and more recently credit classes within the traditional semester or quarter and on the weekends. The literature that discusses alternative scheduling is found predominantly under weekend programs or weekend college. As part of Nixon's survey (1996) to determine the number of institutions accelerating curriculum and programs, he defines accelerated courses as "credit courses during the week or on weekends for extended hours and limited number of days."

There is little empirical information regarding accelerated weekend programs or colleges. The existing literature is limited to student surveys of individual college weekend programs describing program characteristics and student demographics. An exception is a study by Overall and others (1991) of 11 public and private institutions of higher education in southern California during 1990-1991. This study focuses on student services, curriculum and degree programs, instruction, and administration. Each college administrator, primarily responsible for the weekend program, was interviewed. The title of the administrator interviewed, and their administrative unit, revealed that southern California weekend programs are primarily administered through academic departments.

Eight of the 11 colleges studied do not have weekend student profiles because the weekend students are combined with weekday students. For the three colleges that separate weekend students from traditional students the weekend student has an average age of 35 and women represent 60 percent of weekend enrollment. Other studies substantiate these student demographics. Milwaukee Area Technical College (1987) surveyed 605 weekend college students and found 62 percent of the weekend students were women, the mean age of all weekend students was 32.8, and 51 percent had dependent children. These findings correspond to a 1985 study of students taking Saturday classes at the University of Wisconsin who were of non-traditional age, employed full-time, and two-thirds were women. Parkland College (Hecht, 1991) surveyed its Saturday classes in spring 1991 and found more females than males, 68 percent were 25 years of age and older, and 66 percent were pursuing a career or professional degree program.

Reasons for attending the weekend program are documented in several studies. Overall and others (1991) identify five reasons for students attending on the weekend mode: 1) convenience based on personal and professional demands, 2) interest in accelerating a degree program, 3) the chance to take a class after a good night's sleep, 4) it fit their learning style better than traditional classes. Another advantage given by Watkins (1989) is the bonding among students when going to school with people the same age. The Purdue University weekend college identifies similar student advantages as does other literature.

In the Overall and others (1991) study eight of the 11 institutions experienced some cross-enrollment primarily at the undergraduate level. A study of the Saturday Class Program at the University of Wisconsin-Waukesha County also revealed cross-enrollment during the week.

Services identified by Overall and others (1991) as most likely available on the weekend included academic advising, admissions office, bookstore, business office, computer laboratories, food service (vending), library, security, and pre-class study areas. The Milwaukee Area Technical College student survey (1987) of weekend students gave transportation a poor rating, food service and parking an okay rating. Lane Community College studied student characteristics of their weekend college and identified a need for child care (Matsen,1989).

Under the subject curriculum the Overall and others (1991) study differentiates between large, blocks of uninterrupted instruction (consecutive instruction) and shorter periods of instruction interrupted by another class or study time (non-consecutive instruction). Only two of the 11 colleges in their study had non-consecutive instruction, nine colleges scheduled classes in blocks of four hours to four consecutive days (seven hours a day) of instruction. Four of the 11 institutions offered accelerated programs which the study defines as "one in which a student may earn more units than the number of weeks in which the class is scheduled to meet." In the 1991 study of Parkland College's weekend classes Hecht examines schedules at exemplary weekend programs at other institutions. He found that most colleges schedule weekend courses for the same number of contact hours as during the week to maintain course integrity and eligibility for state funding. Hecht also reviewed the weekend programs of several Illinois community colleges and found variation in the days and times that weekend courses are offered. In metropolitan Chicago weekend courses are offered primarily on Friday evening, Saturday and Sunday. In other parts of the state weekend courses are offered only on Saturdays with the number of weekends dependent on the number of credit hours per course. Outstanding weekend programs such as Wayne State University's University Studies/Weekend College Program in metropolitan Detroit offer intensive week night and weekend class sessions in order to enable students to complete a bachelor degree. Wayne State has served as a model for weekend programs at other colleges.

Degree programs most pursued on the weekend appear to be professional programs such as business/management, education, health care, and public administration. Only five of the 11 southern California institutions offer all degree program classes on the weekend in order that students can earn an entire degree by attending only on weekends.

Some of the strengths and weaknesses of weekend programs are discussed in the literature. Pikes Peak Community College identifies five strengths of a weekend schedule, i.e., 1) use of facilities that are fully scheduled during the regular week, 2) increased student enrollment, 3) alternative schedule for completing degree requirements, 4) flexibility in scheduling full and part-time faculty, and 5) auxiliary instructional materials available.

The Overall and others (1991) study was one of the few that looked at administrative aspects of weekend colleges. The study found a minimal level of staffing on the weekends. Only a few of the surveyed colleges staff their weekend programs at the same level on weekends as during the week. In this study all the weekend programs appear to generate funds sufficient to cover costs and some have an excess of revenue. Administrators are concerned about retaining more of the net revenue for program maintenance and development. Administrators are minimumly concerned about lack of faculty office hours, office staff, and reduced campus services.

Weekend college programs are growing and there is a need for additional research and information for both those institutions desiring to implement a weekend program and for those wanting to improve an existing program. Educational research is needed to better understand the strengths and weaknesses of weekend programs, learning effects of accelerating courses, subjects best suited for an accelerated weekend format, cost effectiveness of weekend programs, and accurate data on weekend student characteristics and demographics. In these areas, little or no information was found in the literature.

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SECTION 10
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Barker, B.O., Frisbie, G., and Patrick, K.R. "Broadening the Definition of Distance Education in Light of the New Telecommunications Technologies," *The American Journal of Distance Education,* Vol.3, No.1 (1989). "The research base, though scant at present, suggests the students who study via telecommunicated distance education approaches perform as well as their counterparts in traditional classroom settings..."

Bertelsen, P., Fordham, P., and London, J. "Evaluation of the Wayne State University's University Studies and Week-end College Program," Serial No.FMR/ED/SCM/77/ 176. Presents the evaluation of the Wayne State University's University Studies and Weekend College program by three members of UNESCO from the University of Southhampton, United Kingdom; University of California-Berkeley, California; and the Chief of the Adult Education Section of UNESCO. Findings indicated that Wayne State's program meets the concerns of the international community in reaching out to the educationally underprivileged while articulating very well formal and non-formal education that exists between education and work. It is recommended highly as an excellent model for further experimentation and for consideration in other countries.

Bobes, Marvin, "Conference Courses for Academic Credit, "Lifelong Learning:The Adult Years, Vol.3, Nr.2 (October, 1979), 12-15. (ERIC No. EJ 219 232). The Wayne State University Studies/ Weekend College Program demonstrates a cost effective, flexible model for conference courses. Designed to give adult, part-time students short-term intensive learning experiences, the conference course adapts typical conference activities (guest speakers, films, workshops) to a single or multidisciplinary theme, while incorporating features of traditional courses.

Boone, Robert Lee, "Opinions Held by Nontraditional Students Regarding Current and Future Course Offerings in Selected Public Institutions in Tennessee," Unpublished Ph.D. dissertation, George Peabody College for Teachers of Vanderbilt University,1983. The purposes of this study was to identify and analyze the opinions of adult nontraditional students enrolled in two public institutions in Tennessee to determine: (1) the conditions or circumstances that would increase or enhance their career goals as adult students in college as related to the time classes are offered, location, tuition or cost, support services, faculty selected, courses offered, and financial aid; (2) the opinions of adult non-traditional students regarding existing credit course offerings; (3) the opinions of adult non-traditional students regarding future credit course offerings. The study focused on credit courses offered at non-traditional times (such as Friday night and Saturday) and at non-traditional locations (such as shopping center training rooms) at a public 2-

year institution and a public 4-year institution. Findings: A majority of the respondents indicated that the time classes were offered was a major consideration for enrolling or taking credit courses. Students agreed that the location and cost associated with attending college were major considerations for enrolling. Adult students did not consider the support services provided as a major contributing factor influencing them to go to college. Being familiar with the teacher was not considered to be a major influencing factor for adults enrolled. The selection of courses or variety of offerings was a major consideration for adults wanting to go to college. Adult students did not agree that financial assistance was a major consideration for attending college, since a majority of the adult students worked either part or full-time jobs to pay for their education. Adult students preferred credit course offerings on weekends, at night, at shopping or church centers, as well as other nontraditional locations.

Breshears, R., and. Morton, R.C, "Central Missouri State University Weekend College: It Works," *School & Community,* 62: 10-11, Jan. '76. Describes the Weekend College at Central Missouri State University (CSMU), a program designed to attract the full-time workers. Three criteria for courses offered at the CSMU weekend college are discussed. Also given are some helpful points which need to be considered when developing a weekend college program.

Brown, Dorothy H.Teaching Literature in the Intensive Weekend, Format., Mar 92, 14p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992). Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052), MF01/PC01 Plus Postage. English Curriculum; *English Instruction; Higher Education; Literary Criticism; *Literature Appreciation; *Minicourses; *Seminars; *Weekend Programs English Teachers. ABSTRACT: Although the notion of teaching literature in an intensive weekend format may present numerous problems to be solved by the instructor, it can be a format that results in considerable success. It is conducive to the schedules of many students who work during the week, and weekend literature courses have proven to be popular. Intensive weekend courses in literature are best taught at upper division levels, since students are more familiar with terms and may be somewhat more mature. Greater independent work is required of the students in intensive studies. Whatever the level, three key elements to any successful intensive weekend course are: (l) careful organization by the instructor; (2) varied kinds of approaches and teaching techniques; and (3) unique outcomes perceived by the students. A detailed syllabus should be prepared and distributed to all students well before the semester begins. Research papers may or may not be required, but class activities should include written assignments, group work, quizzes, and group projects. Being together with a class for lengthy sessions, perhaps 8 hours or more on a Saturday, presents special problems and requires ingenuity on the part of the teacher. Such courses are not for everyone, but when the student turns the semester into a satisfactory routine of study, the format provides needed flexibility and often unique outcomes and learning experiences. (A detailed syllabus of one literature course taught in the weekend format, "Utopias and Dystopias," is appended.) (HB)

Capps, Joan, "Report on Evening Student Profile and Weekend College Survey, Spring Semester 1986." A report by Somerset County College, Somerville, NJ, 1985. (ERIC No.ED254-294). In February 1985, a survey of the evening student population was conducted at Somerset County College (SCC) to profile the characteristics, background, and goals of the average evening student in order to facilitate program and services development and to ascertain student interest in a weekend college. Study findings, based on responses from 950 students, included the following: (1) the evening student differed from the traditional student in three major ways: the evening student was older, worked full time, and was motivated by upward mobility factors; (2) over 90% of the evening students expected to graduate from SCC within the next two years; (3) over 25% had earned credit equivalent to a bachelor's degree or higher; and (4) over 66% expressed interest in the weekend college, with preference for a five or eight weekend session. Scheduling and curriculum content recommendations are included in the study report.

"College by the Weekend," *Nation's School and College, 1:* 12-13, November 1974. A report on the development of Mundelein's Weekend College (private women's school) in Chicago, based on interviews with a full-time student completing degree program and the Weekend College Director, William F. Hill. Also included are the growth rate in enrollment, scope of courses offered, fees, and description of types of students enrolled.

"College on the Weekends," *Ebony,* 21 (January 1976), 64-67, 70. Describes the Weekend College in Residence program of Mundelein College in Chicago. It features Bess Jones, one of fifty black students among the 400 enrolled. Classes convene every third weekend, and weekend living in the college's dormitory is a require meet.

Communication on the Weekends: One Cost Saving, Energy Saving, People Saving Idea. PUB DATE 21 Feb 84, NOTE 8p.; Paper presented at the Convention of the Western, Speech Association (Seattle, WA, February 18-21, 1984). PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120) -- Reports - Descriptive (141), EDRS PRICE MF01/PC01 Plus Postage. DESCRIPTORS *Communication Skills; Community Colleges; Nontraditional Education; Program Descriptions; *Student Recruitment; *Teaching Methods; Two Year Colleges; *Weekend Programs, IDENTIFIERS *Pikes Peak Community College CO ABSTRACT. In 1981, Pikes Peak Community College initiated a new Continuing Education Area, which featured a "weekend college" for communication classes held on Friday evenings and Saturdays. Faculty and administrators have identified several advantages of the weekend college, including the following: (1) since classes are held in existing facilities, there is only a minimal additional financial outlay; (2) the weekend classes do not take students from weekday classes, rather they add additional students to the total enrollment; (3) the weekend schedule provide for the special needs of regularly enrolled students; (4) weekend scheduling allows for flexibility in the assignment of full- and part-time instructors; and (5) necessary auxiliary materials and audio-visual equipment are readily available. Some basic guidelines have been developed to help both faculty and students, which include varying the instructional approach at least every 2 hours; scheduling assignments carefully for the optimum use of time; preparing a course content schedule that is divided into 1- to 3-hour blocks to help gauge time accurately; and allowing students to take part in decisions that affect the class. The major problem in implementing a weekend program involves recruiting students who are not in close contact with the campus, but this can be overcome through radio spots, newspaper advertising, and promotional posters. (HB)

Congressional Record. Vol.112. No.187. November 21,1966. Report on the first weekend college in the United States at Miami-Dade Junior College. Hon Charles P. Farnsley of Kentucky in the House of Representatives included in the Record correspondence he received from Mr. Robert H. McCabe, Vice President of Miami-Dade Junior College, a report on the Weekend College Program being conducted at South Campus of Miami-Dade Junior College in Miami, Florida. Significantly, "Palmetto Center of Miami-Dade Junior

College (where the Week-End College came into existence in the fall semester of 1965) "is the only school in the country where it is possible to complete a degree with Saturday only courses."

Corya, Robert, "Weekend College Big Success," *The Indianapolis News*, (September 7,1983). Began as an experiment with 43 students and three courses. Now, 10 years later, 3,470 attend Weekend College. So dynamic has the Indiana University-Purdue University Indianapolis Weekend College program become that it is believed to be the largest of its kind in the world, offering 97 courses in 37 subject areas." Also, comments from two students about their educational goals and advantages of Weekend College classes.

Cross, Farrell, "Weekends to Stretch the Mind," *The Reader's Digest*, (February, 1973, 10-108), (Condensed from Chicago Tribune Magazine, January 7,1973). 216. A variety of short-term educational studies is described to illustrate accelerated trend in adult education in the country, recognizing the importance of lifelong learning.

Cross, Wilbur. *The Weekend Education Source Book*. New York: Harper & Row, 1976. This 296-page paperback book serves as a comprehensive guide to short residential programs for adults offered on weekends, including colleges and universities, rural and wilderness workshops, religious organizations, business and professional conferences, government-sponsored opportunities, museum programs, sea-going seminars, church learning centers, and a directory of 320 centers in the United States. Programs offered at colleges and universities are very diverse, ranging from weekend field studies, workshops, week-long seminars, summer alumni colleges, to a wide variety of subjects on a credit/non-credit basis.

Cross, Wilbur, "Weekend College," *Today's Education*, Vol.65, Nr.4 (Nov.-Dec., 1976), 87. (ERIC No. EJ 157 757). The trend toward weekend colleges, started to meet professional needs for career advancement, has evolved into the combination of social recreational, and educational enrichment activities at all levels.

Davis, Ada, and others, "Weekend College," *Nursing Outlook*, Vol.32, Nr.5 (Sept. Oct., 1984) 259 60. (ERIC No. EJ 307 982). Weekend College is a baccalaureate program for registered nurses at the College of Notre Dame of Maryland. The program offers flexible scheduling arrangements; a curriculum built around general education requirements, nursing prerequisites, nursing challenge examinations, and foundational and clinical courses, hospital assignments, and student input into faculty evaluation of students.

Devore, C. Brent, "A Comparison of Attitudes and Characteristics of Non-Traditional Students Enrolled in a Weekend College Degree Program with Those of Traditional Students Enrolled in a Weekday Degree Program at Hiram College," Unpublished Ph.D. dissertation, Kent State University, 1978.

Dyer-Bennet, J., Fuller, W.R., Seibert, W.F., Shanks, M.E. "Teaching Calculus by Closed circuit Television," *American Mathematical Monthly* (1958) 63. "...no significant differences between experimental groups and control groups..."

East, James R., "Teaching in Shopping Centers: New Market, Quality Students," *Proceedings of Ninth Annual Conference Quality in Off Campus Credit Programs: New Markets, Methods, and Models, National Issues in Higher Education*, Kansas State University program offered in Washington, D.C., November 3-5, 1986, pp.67-73. This report is about the Learn & Shop College Credit Program offered in shopping centers in Indianapolis by Indiana University-Purdue University Indianapolis (IUPUI), focusing primarily on the curriculum offered and student population and performance.

East, James R., "Serving Adult Learners: Teaching on Weekends and in Shopping Centers," *Proceedings of Selected Sessions of the 1990 American Association of Collegiate Registrars and Admissions Officers Annual Meeting*, New Orleans, LA, April 15-20,1990, pp.57-66. Describes the Weekend College and the Learn & Shop College Credit program, both prototypal programs on teaching on weekends and teaching in shopping centers, offered by Indiana University-Purdue University Indianapolis.

East, James R., "Teaching in the Marketplace," *Continuing Higher Education*, Vol.36, Nr.2 (Spring 1988), pp.2-5. This essay describes the Learn & Shop College Credit Program of Indiana University-Purdue University Indianapolis (IUPUI) which utilizes space in mall department stores in five suburban Indianapolis shopping centers for its course offerings. Discussed are the initial development of Learn & Shop, its faculty, curriculum, support functions, students, and retailers.

East, James R., "Report Card: Learn & Shop." A 1984 report by the Learn & Shop Of rice of Indiana University-Purdue University Indianapolis (IUPUI) where the concept of teaching regular academic college courses in shopping centers originated in 1979. (ERIC No. ED 254 123). The Indiana University-Purdue University Indianapolis' Learn & Shop program, which offers regular college credit courses in convenient shopping centers, is discussed. In addition to providing information on students, books and libraries, curriculum, and classes, consideration is given to advantages for students, retailers, and the school. Also included are comments by the media, students, teachers, and retailers. After the program was launched in 1979 with 25 course sessions at 5 shopping centers, it grew to 63 sessions in 1984 and now offers almost 4 percent of the university total credit hours. For the students currently served by the program convenience is important, including ease of parking. Retailers benefit from potential sales opportunities from either the students or friends and family members who shop while the student attends class. For the university, this mode of operation represents an extension of service without yielding standards. Learn & Shop has become a model for similar programs of more than 25 institutions in 30 states. A list of 23 references is included.

East, James R., "Weekend College: The Treatment for Opsimathy." A 1984 report by the Weekend College Office of Indiana University-Purdue University Indianapolis (IUPUI) where the world's largest Weekend College operates. (ERIC No. 254 124). Weekend College at Indiana University Purdue University Indianapolis is described with attention to learning later in life. In the first 10 years, Weekend College has offered 325 courses. Students have come long distances, some more that 100 miles to attend classes. The following advantages of Weekend College have been cited by students: mothers can get babysitters more easily on weekends; workers are not as tired on weekends; there is more time to commute on the weekend than in the evening and the less hectic weekend setting is inviting to those who have been away from college for some time. The courses and faculty are the same as in the regular weekday courses. Some regular students enroll in Weekend College to accelerate their progress toward a degree. Eight degrees/certificates that can be earned entirely through Weekend College are: Master of Science in Elementary Education; Associate and Bachelor of General Studies; Associate and Bachelor of General Studies with concentration in Labor Studies; Associate of Arts; Certificate in Business Studies; and Certificate in Labor Studies. Those who enroll in weekend classes must be admitted to the university as regular graduate or undergraduate students on a degree or non-degree basis. Comments from students and teachers are included.

East, James R. and Baker, Clayton, "Teaching Spanish on Weekends and in Shopping Centers," *ADFL Bulletin*, Vol.13, Nr.3

(March 1982), 27-31. (ERIC No. EJ 265 794). Describes two programs for adult learners, Weekend College and Learn & Shop. Weekend College offers credit courses on Saturdays and Sundays; Learn & Shop uses employee training rooms at five mall shopping centers. Statistics on both programs are given as well as a description of the Spanish Department offerings and reactions.

East, James R. and Boaz,Patricia, "Learn and Shop: Teaching Chemistry in Shopping Centers," *Journal of College Science Teaching*, Vol.13 (December-January 1984),163-67. (ERIC No. EJ 290 431). Discusses (1) the rationale for teaching college courses in shopping centers; (2) advantages to stores, students, and faculty; and (3) university procedures for the courses. Describes the content of a chemistry course including adaptations to the lack of lab facilities. Student reactions to the course are considered.

East, James R., and Dick, Robert C., "Learn and Shop: Communication Education in Non-traditional Settings," *Communication Education*, Vol.29 July, 1980), 291-94. (ERIC No. EJ 231 845). Describes a non-traditional program at Indiana University-Purdue University Indianapolis which offers a number of communication courses in an off-campus setting in neighborhood shopping centers. Highlights some specific concerns such as use of library facilities and materials and use of textbooks.

East, James R., and Dick, Robert C., "Relationship Between Academia and the Corporate Community in Providing Communication Education for the Adult Learner," *Association for Communication Administration Bulletin*, Issue #68, April 1989, pp.64-69. This article explores the current relationship between post-secondary institutions and the corporate community in providing communication education for the adult learner. The offering of three-credit and one-credit communication courses during the noon hour in downtown Indianapolis and on weekends and in shopping centers by Indiana University-Purdue University Indianapolis (IUPUI) are examples of effective delivery systems in taking communication courses to the corporate community.

East, James R., and McKelvey, Paul T., "Learn & Shop: Marketing Higher Education through Convenience and Accessibility." *Phi Delta Kappa*, Vol.61, (May, 1980), 643-44. (ERIC No. EJ 221 604). Describes the Indiana University-Purdue University Indianapolis program that offers credit courses to students who attend classes in suburban shopping centers.

East, James R., and McKelvey, Paul T., "Learn & Shop: An Innovation in College Credit Programming," *Alternative Higher Education: The Journal of Non-traditional Studies*, Vol.5 (Summer, 1981), 251-55. (ERIC No. EJ 251 214). In 1979, Indiana University-Purdue University Indianapolis launched the nation's first Learn & Shop College Credit* Program in which college credit courses are offered in training rooms of major department stores in suburban shopping centers. This program is described and student attitudes are discussed.

East, James R., and Mirsky, Arthur, "Teaching Geology on Weekends and at Shopping Centers," *Journal of Geological Education*, Vol. 29 (March, 1981),83-87. (ERIC No. EJ 244 610). The success of an outreach education program held by Indiana University-Purdue University Indianapolis is described. The college offers regular credit courses on Saturday and Sunday for people who could not take regularly scheduled courses. A Learn & Shop program held at shopping centers is also described.

East, James R., and Pflanzer, Richard G., "Weekend College: Teaching Biology on Saturdays," *Journal of College Science Teaching* & Vol.14 (November, 1984), 110-14. (ERIC No. EJ 308 958). Indiana University-Purdue University Indianapolis developed the Weekend College, a program specially planned for working adult learners. Describes this program (which offers courses on

Saturdays and Sundays) and a five-credit laboratory course in human physiology. Instructional strategies used and advantages/disadvantages of weekend courses are considered.

East, James R., and Strahl, Ronald, "Learn & Shop: Teaching Composition in Shopping Centers," *College Composition and Communication,* Vol.33 (October, 1982),267-75. (ERIC No. EJ 271 000). Describes a Learn & Shop program conducted by Indiana University-Purdue University Indianapolis in venous shopping malls around the city. Discusses how the atmosphere of composition courses held off campus influences students' attitudes toward writing and college-level work.

East, James R., and Vargus, Brian, "Learn & Shop: An Application of Exchange Theory to Expand the Student Audience," *Teaching Sociology,* Vol.9 (October, 1981),45-56. (ERIC No. EJ 252 898). Discusses how a program based on learning and shopping was developed and implemented within training rooms of major department stores in five suburban shopping centers. Objectives of the course were to increase enrollments, attract new types of students, and provide innovative ideas for teaching and research. A simple exchange model serves as a framework to explain the program's success.

Feinstein, Otto, and Angelo, Frank, "To Educate the People: an Experimental Model for Urban Higher Education for the Working Adult." A 1977 report available from Center for Urban Studies, Wayne State University, Detroit, MI. (ERIC No. ED 146 880). The University Studies and Weekend College concept and subsequent development at Wayne State University is described in this report. The program offers courses both to the college graduate who wants further education and to the working adult who never attended college. It leads to the Bachelor of General Studies degree through Wayne State's College of Life Long Learning. Its primary innovation is conceptual: that the working adult student is basically different from the just-out-of-high-school college entrant. Three other innovations deal with the program's delivery system, curricular content, and organizational structure. Each of these areas is detailed, along with descriptions of the television planning, veterans' needs, recruitment, student services, and student opinions. Appended are (1) lists of courses for the three basic years of Social Science, Humanities, and the Science/Technology sequence; (2) a breakdown of the various conferences held during the 1975-76 year; and (3) details of a total budget for establishing a Weekend College program.

Fenster, Eric, "College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children." A final report from a project entitled "Effects of Workers Enrollment in Higher Education on Children's Achievement," University Studies and Weekend College, Wayne State University, Detroit, MI. Available from College of Life-long Learning, Wayne State University, 6001 Cass Avenue, Detroit, MI 48202. (ERIC No. ED 221 101). The effects of college attendance by working adults on educational motivations of their children are studied. A total of 740 parents in the Detroit area who attended a college program combining in-home televised instruction with weekend decentralized seminars were surveyed along with 211 of their children and 75 respondents from Kansas City. Many of the adults were blue collar workers without previous college experience. Questionnaires and telephone interviews were completed by those who had attended class in union locals and by graduates of the University Studies and Weekend College, Detroit. Parents were asked their opinions about the quality of the education to which they or their children may have access and about the importance of education. They were asked to state the importance of three factors regarding their children at the time they decided to enter college: a desire to be better equipped to help with schoolwork; the wish to encourage children by setting an example; or a need to keep up with children because school subjects have changed. Adults frequently reported that they enrolled in a college degree program to set an example for their children. Parent-child talk about school was consistently related to children's learning attitude and grade changes. Many parents perceived positive changes in the motivation of their offspring, and extensive verbatim statements from parents and children are included as illustration. Effects that were noticed shortly after parents began their college studies included young children pretending to do homework with the parent and young adults deciding to attend college. African-Americans reported stronger program effects than non-African-Americans; graduates perceived more change than non-completers. Children, especially African-Americans, reported that their attitudes toward learning were positively influenced by their parents' college attendance.

Fisher-Thompson, Jeanne, "Obtaining A Degree: Alternative Options for Re-Entry Women." A report available from Women's Re-entry Project, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. (ERIC No. ED 193 979). Problems and barriers that women often face when re-entering the higher educational system are identified, and ways in which institutions can be more responsive to re-entry students are suggested. A wide range of possible actions is included so that institutions can pursue those most appropriate to their individual circumstances. Definitions are offered of non-traditional education and re-entry woman student. Suggestions are offered for scheduling options, including part-time study, evening programs, weekend colleges, and summer programs. Credit for experiential learning, non-collegiate courses, and College Level Examination Program testing and other examinations are covered. External degree programs, components of off-campus learning, and cooperation with business and other organizations are options for expanding alternatives for re-entry women in obtaining a degree. Re-entry in cooperative education and internships, legal considerations, and serving special populations are addressed. A selected list of resources is included.

Fletcher, Madelaine and Flynn, Joseph, "Weekends are made for Learning," *MidAmencan Outlook*. Vol. V, No. II Summer 1982. (A Review of the MidAmerican Business Climate published by Meritrust Corporation.) pp. 7-10. Some statistics on enrollments in night classes and weekend programs; trends in U.S. higher education; and comments by James East, Dean of the Weekend College at Indiana University-Purdue University Indianapolis (IUPUI); as well as from Judith Merrick of Carlow College and a corporate director of employee relations, James Durkin, about tuition reimbursement and the company's educational benefits.

Fletcher, Madelaine, and Flynn, Joe. "Weekend Colleges Take off," *Kiwanis Magazine* (October,1982),16-19. Presents a brief review of growth of weekend colleges since Miami-Dade's first such program in 1965. Mentions, in addition to Miami Dade's, programs at Mundelein College-Chicago, Alverno College in Milwaukee, Wayne State University, Indiana University-Purdue University Indianapolis, C.W. Post College, Notre Dame College Cleveland, Notre Dame College-Baltimore, and Cleveland State University.

Foa, Lin, "Pathways to Success: Using Technologies to Reach Distant Learners," Corporation for Public Broadcasting, Washington, D.C. (1991). Projects that applied to the Annenberg/CPB Project's New Pathways to a Degree initiative share their innovative ideas about how to use technologies to improve both the accessibility and quality of higher education. The seven projects described include those at The College of St. Catherine (St. Paul, MN), Community College of Maine, Indiana University-Purdue University Indianapolis, Northern Virginia

Community College, Oregon State System of Higher Education, Rochester Institute of Technology, West Virginia/Project Breakthrough.

Gardner, Janet, "The Weekend College: New Option for Working Women, *Glamour Magazine* (February 1982) 259-262. Description of weekend programs at Marymount's Weekend College in Tarrytown, New York, Hiram's Weekend College in northeastern Ohio, and St. Xavier's Weekend College in Chicago; quotes from Robert Kirkwood, executive director of the accrediting body of the Middle States Association of Colleges and Schools; Ronald Gross, author of The Lifelong Learner. Also, "Survival guides for women returning to school."

Going the Distance: A Handbook for Developing Distance Degree Programs using Television Courses and Telecommunication Technologies, Annenberg/CPB Project and the Public Broadcasting Service (1992). A compendium of practical, timely ideas on developing degree programs via distance education including a discussion of the major issues regarding program development, support services, faculty issues, cost sample distance degree programs, and a directory of distance learning courseware.

Goor, Jeanette, "Access to Bachelor's Degrees Through Evening and Weekend Courses 1980." A report issued by the U.S. Department of Education's National Center for Education Statistics which is based on a fast-response survey on the availability of evening and weekend courses for adult students. The study reports that almost three-fourths of the baccalaureate degree granting institutions offered degree-credit courses in evenings or on weekends during the 1979-80 academic year with evening courses provided most frequently. It estimated that 29 percent of all institutions offered enough evening and weekend courses to fulfill all degree requirements in at least 1 of the 11 major fields of study covered in the survey.

Hale, Charles Dennis, "Factors Affecting Weekend-College Student Participation," Unpublished Ed.D. dissertation, The University of Florida, 1989. The purpose of the study was to assess the influence of four demographic variables and the six variables found in Cross's Chain of Response Model on part-time adult collegiate participation in education. The following research questions were posed: (a) Is job type related to level of participation? (b) Is type of work setting related to level of participation? (c) Are there differences among groups of low, medium, or high participators in terms of educational attainment and age? and (d) Are there differences among low, medium, or high participators in terms of self-evaluation of ability, attitudes towards education, goals and expectancy, lye transitions, opportunities and barriers, and information? The findings were mixed.

Herman, Edith, *Chicago Tribune* (November 1, 1976) Sec.1, p.15. Description of the weekend program at Mundelein College with quotes from interviews with students who are full-time job holders. "About 95 percent of the students work full time. The unusual weekend college, now in its third year, offers what administrators call 'a very intensive, concentrated way of attending college'."

Hopfenberg, Wendy S.; And Others. The Accelerated Schools Resource Guide. ISBN-1-55542-545-3. 93. 390p. -Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310. Books (010) -- Guides - Non-Classroom Use (055). Document not Available from EDRS. Academically Gifted; *Acceleration (Education); Case studies; *Edusatior.al Change; Educational operation; Elementary Education; Elementary schools; Family School Relationship; Guides; Learning Strategies; Middle Schools; *Problem Solving; *Resource Materials; School Community Relationship. *Accelerated Schools. ABSTRACT: This resource guide represents the first comprehensive guide to the innovative practices of accelerated schools. It is designed to be used by a wide variety

of participants as a supplement for training, as well as for discussion and guidance in the move to transform schools nationwide. Eleven chapters include detailed descriptions of the accelerated schools philosophy and process, rich vignettes, case studies, and examples from actual accelerated schools, in addition to drawings, exercises, and additional resources. Chapters: (1) provide a rationale for having accelerated schools; (2) outline the philosophies and processes of these schools, including getting them started, the crucial nature of problem solving, and the inquiry process; (3) show how accelerated schools' principles and values relate to effective collaboration; (4) describe the changes in teaching, learning, and family involvement that have occurred in accelerated schools as a result of using their philosophy and process; (5) discuss the~beliefs about powerful learning strategies as presently provided to gifted and talented children; (6) offer examples of how families and communities become involved in their accelerated school communities; and (7) suggest tips on school assessment. An appendix examines the inquiry process. (Contains over 150 references.)(GLR)

"Indiana University-Purdue University Indianapolis: Learn & Shop and Weekend College," *The Forum For Liberal Education, IV*, Nr. 5, (April, 1982), ~8. Describes two programs offered to nontraditional students by Indiana University Purdue University Indianapolis: Weekend College and Learn & Shop. The Weekend College program offers college credit courses on Saturdays and Sundays; Learn & Shop program offers a wide range of credit courses in department store employee training rooms at five major shopping centers. Statistics on both programs are also included.

Kaercher, Dan, "New Options for Adults Who Want to Learn," *Better Homes and Gardens*, (January, 1982). Colleges and universities are working harder to develop courses for busy adults who can't always attend classes on campus. This report provides a wide range of learning options for adults.

Kelly, J.T., & Anadam, K. "Nationwide Prime Time Television in Higher Education," *International Journal of Instructional Media* (1978). "...remote mediated learning combined with appropriate contact with live instructors and peers, can be at least as effective and significantly less costly per unit than traditional lecture modes."

Klassen, Peter T., "Changes in Personal Orientation and Critical Thinking Among Adults Returning to School through Weekend College: An Alternative Evaluation," *Innovative Higher Education*, Vol.8, Nr.1 (Fall-Winter, 1983), 55~7. (ERIC No. EJ 317 154). Adult students in an interdisciplinary, experiential weekend social science course showed significant increases on 11 Personal Orientation Inventory subscales and the Walton-Glaser Critical Thinking Appraisal, with no sex differences found. This supports experiential learning as effective in the continuation and reinforcement of the self-actualization process.

Krebs, Arlene, *The United States Distance Learning Association (USDLA) Funding Sourcebook for Distance Learning and Educational Technology*, (New York: New Orbits Communication),1993.

Levine, Toby Kleban, "Teaching Telecourses: Opportunities and Options," The Annenberg/CPB Project and PBS Adult Learning Service, Washington, D.C. (1990). Assesses the value of television courses and examines how these courses are developed, comparing them with other forms of instruction.

Mabry, Theo, "Alternative Scheduling," (ERIC ED 296766). Alternative scheduling provides community colleges with a means to adapt to declining enrollments and fiscal exigencies, and to respond to the demand for accountability to students. Strategies such as departing from traditional semester- or quarter-length courses and developing weekend programs have been implemented at certain institutions to encourage college attendance among new segments of the local population. Other options, such as lengthening class periods or shortening the school week, have been pursued to reduce costs for students and/or the institution.

MacDonald, Kathleen Voute,"The Implementation of Adult Education Principles and Practices in a Small, Liberal Arts College," Unpublished Ed.D. dissertation, Columbia University Teachers College, 1989. The discrepancy between adult education theory and its practice in higher education for adults in college contexts is severely handicapped in dealing with the special needs of adults. This research studies the significance of the culture and system of a small, private, liberal arts college on the viability of generally accepted principles and practices of adult education. The particular college studied has adapted to the needs of adults by establishing for example, a Weekend College for working adults. At the same time, it has maintained patterns of organization, administrative structures, and program development processes geared for the traditional student.

Matsen, Marie, "Weekend College at Lane Community College (Oregon): A Profile of Student Characteristics," (An ERIC Report ED306996). During the academic year 1988-89, a study was conducted at Lane Community College (Oregon) to develop a profile of the students taking credit courses in the college's new Weekend College program, and to compare these students with other Lane Community College students. Study findings included (1) 244 attended only weekend classes, 72 attended weekend and evening classes, 426 attended weekend and weekday classes, and 115 attended weekend, weekday, and evening classes, (2) students who took only weekend classes were more likely to be female and older than students who took classes on weekdays or evenings as well, and (3) in comparison to the college population as a whole, weekend-only students were more likely to be employed full-time, be attending college part-time, have children at home, and be attending to learn a new career or up-grade of skills.

McCleary, I.D. & Egan, M.W. "Program Design and Evaluation: Two-way Interactive Television," *The American Journal of Distance Education*, Vol.3, No.1 (1989). "Learner performance was measured by student achievement using pre-and post-test scores, quizzes, and final examination scores. Again learner performance was comparable to on-campus classes."

Meskill, Victor P., "Low Shopping Center Technics Work for a Weekend College," *College and University Business*, Vol.54, Nr.4 (April, 1973),48-49. (ERIC No. EJ 075 391). C.W. Post Center of Long Island University offers a Weekend College with Sunday hours, family services, quantity discounts, and the convenience of payment by credit card.

Meyer, Robert Earl, "A Profile of the Weekend College and its Student Population in a Public Community College with an Evaluation of the Delphi Technique for Estimating Student Population Characteristics," Unpublished Ed.D. dissertation, The George Washington University, 1980. This study was concerned with the development and growth of the Weekend College in Northern Virginia Community College. The study sought to develop a profile of the student population participating in the program, and to evaluate the Delphi technique as an estimating instrument for development of the student profile. The principal conclusions were: (1) the population of students attending the Weekend College is probably different from the population of weekday class; (2) most students attend Weekend College to accelerate work toward a degree; and (3) the Delphi technique is a useful tool for estimating population characteristics and can highlight gaps in faculty knowledge of student characteristics and perceptions.

Milwaukee Area Technical College, WI, Dept. of Research Planning, and Development, June 1985. *Report of the Student*

Evaluation of the Milwaukee Area Technical College 1985 Weekend College. (ERIC No. ED 260 761). In February 1985,41 classes were offered on Friday evenings and Saturdays to test the Weekend College concept at Milwaukee Area Technical College's West Campus. A sample of students from the West Campus Weekend College was surveyed in April 1985 to obtain an evaluation of the program and a profile of the students attending. Surveys completed by 55% of the students enrolled during the second semester of 198485 (N=309) and comparisons with similar data on day and evening students in 1984 yielded the following results: (1) 72% of the Weekend College participants were women, compared with 51% of the total district population; (2) median age for the Weekend College students was 31 years, while the median age for day student was 24.4 years and for evening students was 29.8 years; (3) 7.8% of the students attending Weekend College were black, while African-Americans made up 21.7% of the day enrollments and 10% of the evening enrollments; (4) 49.7% of the respondents attended no other classes; (5) business was the major area of study for 33% of the respondents; (6) "the manner in which I have been treated by MATC instructions" received the highest mean rating while "the availability of parking" received the lowest mean rating. The study finding suggested that the Weekend College was a successful operation. The survey instrument is appended.

Mishler, Carol, and Moss, Frederick, "Saturday Class Program at UWC-Waukesha County." A report by the Wisconsin University Green Bay Assessment Center, May, 1985. (ERIC No. ED 260 668.). Preferences of students who take a Saturday class at the University of Wisconsin Center-Waukesha County were determined through a spring 1985 survey. Of the 185 Saturday students, 158 completed the survey. Findings include: the majority of the Saturday students are non-traditional-aged students, employed full-time, and about two-thirds are women; Saturday students are a combination of continuing students, new students, and students who have stopped out for a least a semester; continuing students are carrying more credits with the expanded Saturday program, compared to their fall 1984 semester load; most Saturday students have plans for at least a bachelor's degree; these students are returning to campus during the week to take other courses in the daytime or evening, but few have enrolled in two Saturday classes; Saturday students preferred Saturday morning class times over other possibilities; most respondents intend to take another Saturday class; most want a greater variety of courses offered on Saturday; and the time-table mailer is the most effective method of informing students about the Saturday program. Based on the survey responses, 11 recommendations about the Saturday program are offered. The questionnaire is appended, along with student suggestions.

Morton, Warren Neil. "A Profile of Weekend College Programming by Members of the American Association of State Colleges and Universities." Unpublished Ed.D. dissertation, University of Arkansas, 1977. This well-done dissertation provides basic information relative to the weekend college movement to 1977 with information concerning existing programs, target populations, program planning, implementation, administration, and evaluation. The study surveyed 321 member institutions of the American Association of State Colleges and Universities in 1975-76. Data were compiled provided by the twenty-seven member institutions with weekend colleges. A case study is presented on Central Missouri State University's weekend college. The author lists 35 findings and 6 recommendations as a result of the overall study.

Newhouse,Geary D., "The Relationship Between Academic Achievement and Satisfaction of Adult Weekend College Students," Unpublished Ed.D. Dissertation, University of Houston, 1980. 344 students enrolled for the

Spring semester 1979 who had attended Texas Southern University Weekend College previously participated in this study. The study concluded that the traditional age students 22 or under, attending weekend classes had lower grades and lower satisfaction levels than older adult Weekend College students. The following recommendations were made: (1) that support services geared specifically toward the Weekend College student be established that fall within the purview of the Monday through Friday operations; (2) that additional courses and course sequences be developed to meet special needs and interests of Weekend College students; (3) that faculty and staff engage in retraining experiences in consideration of the facts that Weekend College students are likely to be more mature and bring different attitudes to their learning environment; and (4) that the university incorporate into the overall operations a new dimension in exclusively "weekend education," comparable in scope and quality to other regular university programs.

New York Times. February 5, 1976, Section 3, p. 13. Announcement of Northwestern University Graduate School of Management's development of a special Master of Management two-year degree program through weekend studies at the university's Evanston campus.

New York Times. February 14,1976, p.27. A report on the growth and development of weekend college programs including enrollment details about Marymount Manhattan College, (New York), Mundelein College (private women's school in Chicago), Texas Southern University (predominantly black institution), Wayne State University, (Detroit).

O'Brien, Gael M. "Weekend Colleges Proving Popular," *The Chronicle of Higher Education*, November 17, 1975, p.5. Describes the weekend college of the College of Notre Dame, Baltimore, Maryland, in which 162 students enrolled in the fall, 1975. Mentioned are the weekend colleges at Mundelein College and the Long Island University's C.W. Post Center.

Overall, J. U.; And Others Weekend College: Assessing the Reality and the Promise. PUB DATE 26 May 91. NOTE 35p.; Paper presented at the Nation' Conference on The Adult Learner (Columbia, SC, May ?.6-29, 1991). PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (I42). EDRS PRICE NF01/PC02 Plus Postage. DESCRIPTORS *Adult Education; *Adult Programs; Adult Students; Colleges; Comparative Analysis; *Continuing Education; Curriculum Evaluation; Higher Education Literature Reviews; Marketing; Private Schools; *Program Administration; Program Effectiveness Public Schools'; Services; *Student-Development *Teacher Participation; Universities. IDENTIFIERS Weekend College Programs. ABSTRACT: This paper examines Weekend College Programs at 11 public and private institutions of higher education in southern California during Academic Year 1990-91 from the following perspectives: student development and services; curriculum; faculty and instruction; administration; and marketing. From these perspectives the paper outlines what institutions see as the strengths and weaknesses of the Weekend College format, and reports these institutions' evaluations of their own experiences to date. Key issues that are addressed include: (1) the compatibility of different types of courses with the weekend format; (2) the availability of weekend academic and support services; (3) the development of faculty support and participation; and (4) the adaptability of sequential and non-sequential course scheduling patterns. Tables summarize both the types of weekend services available and the various scheduling models used by the surveyed institutions. Marketing issues such as pricing and promotion are considered. The report finds that, properly designed and implemented, the Weekend College-format is being successfully

instituted by an increasing number of colleges and universities. Contains an 18-item bibliography. (Author/GLP)

Pins, Anthony A., Macro I.S.D.: Using an Instructional Design Paradigm To Plan Non-Traditional Degree Programs. Feb.94. 19p. Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Nashville, TN, February 16-20, 1994). Reports - Evaluative/Feasibility (142) - Speeches/Conference Papers (150). HF01/PC01 Plus Postage. Access to Education; Adult Students; Degrees (Academic) Educational Change; Higher Education; *Instructional Design; Interaction; Internode Differences Models *Nontraditional Education; Systems Approach *Systems Development Teaching Methods Instructional Systems Design; Learner Centered Instruction *Macrodesigns; Performance Based Evaluation ABSTRACT: Although instructional Systems design (ISD) has traditionally been used as a micro-level model to design instructional interventions, there has been in recent years a trend toward using the systems approach for more micro-level applications such as performance technology and educational systems design. This paper provides an overview of nontraditional degree programs and shows' that the difference between traditional instruction and ISD is equivalent to the difference between traditional and nontraditional degree programs. A popular ISD model is used to show how ISD can be adapted for use at a macro level to design nontraditional degree programs for adult students. In the traditional institutional model of instruction learners play a relatively passive role. The developer of an alternative external degree program uses learner-centered thinking to consider what the learner should know and be able to do for a bachelor's degree, how much the learner already knows, and the most effective and efficient ways to meet these objectives. Models and procedures used to design learner-based, mastery-level instruction are the same models that can be used to design learner-based degree programs. One table and three figures illustrate the discussion. (Contains 18 references.) (SLD)

Post, Margaret Moore, "Weekend College Flourishes," *The Indianapolis News.* August 17. A report on the development of IUPUI's Weekend College in Indianapolis, based on interviews with students completing degree programs and the Weekend College dean, James R. East, disclosing growth in enrollment scope of courses offered, fees, and description of types of students enrolled.

Rollyson, Carl E., Jr., "Quality in Alternative Delivery Systems: Television-The Weekend College Model," *North Central Association Quarterly*, vol. 59, Nr.1 (Summer, 1984), 9-13. (ERIC No. EJ 307 183). Describes the Weekend College (Wayne State University), arguing that quality of a television curriculum can be safeguarded if it meets requirements of good television and stands as an integral part of the classroom setting. Suggests ways to actively involve students in learning from television, discusses criticisms of television delivery and ways of maintaining quality, and explores Weekend College programs.

Spice, Byron, "Road to Higher Education Leads Trucker to Weekend College," *Fort Wayne Journal Gazette,* February 17,1980, 3A-1. Truck driver on his own since age of 13, with five years in Navy where he earned a general education diploma, resumes his education at age 38, by enrolling in the Weekend College of Indiana University-Purdue University at Fort Wayne, Indiana.

Stack Hal, and Paskal, Oscar, "The University Studies and Weekend College Program: Beyond Access,"New *Directions for Experiential Learning,* Nr.10, (1980), 17-18. (ERIC No. EJ 244 052). Using an innovative delivery system, curricular design, and approach to student services, Wayne State University has been able to clear many

of the obstacles that have traditionally denied working adults access to higher education. Community relations are discussed and a labor studies program is described.

Stashower, Gloria, "Weekend College: New Version of the College Weekend," *College Management,* Vol 9, Nr.2 (Feb., 1974), 30-32. (ERIC No. E1 091 433). The C.W. Post Center offers weekend courses for adults leading to an associate's, bachelor's or master's degree with an informal atmosphere and non-traditional programs.

Stretch, Tina, and Cervero, Ronald. "A Weekend College for Adults: Lifelong Learning at Mundelein College," *Lifelong Learning, 2* (February, 1979), 8-10. Describes the Weekend College at Mundelein College, Chicago, planned primarily for working adult women. Courses are offered Friday evening, Saturday morning and afternoon, and Sunday morning and afternoon with classes meeting 3 1/2 hours, five times in a twelve-week term. There is a coherent and self-contained curriculum, extensive support services on weekends, and an environment where full-time workers can also be students.

Sutherland, Lee. W., "The Development of a Weekend Undergraduate Program as a New Delivery System for an Urban Business School: A Response to the Societal Needs of a Specific Clientele." Practicum paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education, August, 1980. (ERIC No. ED 196 376). As a prerequisite to developing an undergraduate weekend college for the School of Management at Suffolk University in Boston, Massachusetts, a literature review and correspondence with institutions providing a weekend college were undertaken. The study objective was to discover which institutions offer such a program, how they operate, the advantages and disadvantages of the program, and information on implementing such a program. Because of a lack of uniformity, the following definition of a weekend college was developed: a college program offering courses for credit exclusively on weekends and leading to a degree. Attention was directed to the psychological aspects of adults entering a threatening environment of school after a reasonable absence. The following areas are considered: historic background of the weekend college; the student market; what motivates the adult student, the adult woman, the veteran; the student market in general; costs and profits; admission requirements; counseling; admission testing transfer of credits; credit for life experiences; curriculum and degrees; and the future. Information on the programs at the 13 surveyed colleges is presented, along with proposed scheduling for Suffolk University for the master, bachelor, and associate degrees. It concluded that the adult market is the most viable source of students and that the weekend college is profitable. It recommended that Suffolk University should immediately consider initiating the weekend program. Steps necessary to institute the program are outlined. The schedule of the existing Saturday Executive MBA program and a bibliography are included.

Thieman,Thomas, and Marsh-Williams, Pamela, "Prediction of Academic Performance of Adult Women in a Weekend College Program," *Journal of College Student Personnel,* Vol.25, Nr.3 (May, 1984), 260-64. (ERIC No. EJ 302 364). Examine predictors of academic achievement of 111 adult female students to provide information to re-entry admission criteria. Results showed self-confidence and past academic records, even when dated, offered a sound basis for predicting performance. Age, children, and years away from school were unrelated to success.

Thompson, A.D., Simonson, M.R, & Hargarve, C.P. "Educational Technology: A Review of the Research," *AECT* (1992). "...the results from research comparing television and other media indicated that generally there was no significant difference in student achievement when

instruction was provided by television or other media..."

Urbanski, Henry, Summer and Weekend Language Immersion Programs at New Paltz," *ADFL Bulletin*, Vol.13, Nr.4 (May, 1982),10-11. (ERIC No. EJ 268 431). Describes schedules and activities of the summer and weekend foreign language immersion programs at the State University of New York College at New Paltz. Gives some highlights of last summer's program.

Wahlman, Randy Charles, Status of the Weekend College Concept Among the Members of the American Association of State Colleges and Universities," Unpublished Ed.D. dissertation, University of Arkansas, 1988. The purpose of this study was to gather, analyze, and update data regarding the progress of the Weekend College study conducted in 1976. Specific objectives were to: (1) replicate and update W. Neil Morton's study, A Profile of Weekend College Programming by Members of the American Association of State Colleges and Universities, for the purpose of determining the progress of Weekend College programming, (2) provide a similar profile of the weekend student in terms of his/her demographic, socioeconomic, and academic characteristics for comparative purposes, (3) identify institutions providing this service to the nontraditional learner to detect changes in student profiles over the past ten years, to serve as a comparison base, and (4) identify any new educational systems or credit granting variables studied in the attainment of the foregoing objectives. Findings: the weekend college concept is progressing at a steady rate. More institutions are considering the development of weekend classes to meet the needs of the nontraditional learner, to find a better use of their facilities and to increase enrollment.

Weekend College: The Treatment for Opsimathy. INSTITUTION Indiana Univ.-Purdue Univ., Ft. Wayne, Ind. PUB DATE 84. NOTE 16p. PUB TYPE Reports - Descriptive (141). EDRS PRICE MF01/PC01 Plus Postage. DESCRIPTORS Adult Students; Associate Degrees; Bachelors Degrees; College Programs; Credit Courses; Degrees (Academic); Educational Certificates; *External Degree Programs; Higher Education; Masters Degrees; Private Colleges; Reentry Students; Student Attitudes; Universities; *Weekend Programs. IDENTIFIERS*Indiana Univ Purdue Univ at Indianapolis. ABSTRACT Weekend College at Indiana University-Purdue University at Indianapolis is described with attention to learning later in life. In the first 10 years, Weekend College has offered 325 courses. Students have come long distances, some more than 100 miles, to attend classes. The following advantages Of Weekend College have been cited by students: mothers can get babysitters more easily on weekends; workers are not as tired on weekends, there is more time to commute on the weekend than in the evening; and the less hectic weekend setting is inviting to those who have been away from college for some time. The courses and faculty are the same as in the regular weekend courses. Some regular students enroll in Weekend College to accelerate their progress toward a degree. Eight degrees/certificates that can be earned entirely through Weekend College are: Master of Science in Elementary Education; Associate and Bachelor of General Studies, Associate and Bachelor of General Studies with concentration in Labor Studies; Associate of Arts; Certificate in Business Studies; and Certificate in Labor Studies. Those who enroll in weekend classes must be admitted to the university as regular graduate or undergraduate students on a degree or nondegree basis. Comments from students and teachers are included. (Sw)

SECTION 11
Geographic List of Schools Responding to Survey

CANADA

BRITISH COLUMBIA
Simon Fraser University

UNITED STATES

ALABAMA
Auburn University at Montgomery
Brewer State Junior College
Gadsden State Community College
Shelton State Community College
Troy State University at Dothan
University of Alabama

ALASKA
University of Alaska-Fairbanks

ARIZONA
Central Arizona College District
Cochise College
Gateway Community College
Mohave Community College
Pima Community College District
Rio Salado Community College

ARKANSAS
Rich Mountain Community College
Southern Arkansas University
Westark Community College

CALIFORNIA
Buttle College
California Lutheran University
Concordia University
Cuyamaca College
Fresno City College
Holy Names College
Los Angeles City College
Los Angeles Mission College
Marymount College
Monterey Peninsula College
Mount St. Mary's College
Rio Hondo Community College
Riverside Community College
Talbot School of Theology
University of the Pacific
Woodbury University

COLORADO
Colorado State University
Front Range Community College
Red Rocks Community College
Trinidad State Junior College
University of Colorado-Denver
University of Denver

CONNETICUT
Albertus Magnus College
Manchester Community College
Northwestern Connecticut Community College
Sacred Heart University
University of Connecticut

FLORIDA
Florida State University
Hillsborough Community College
Indian River Community College
Lake Sumter Community College
Santa Fe Community College Downtown Center
University of Sarasota
University of South Florida

GEORGIA
Gainesville College
Macon College

HAWAII
Honolulu Community College

IDAHO
College of Southern Idaho

ILLINOIS
Adler School of Professional Psychology
Catholic Theological Union
Depaul University
Lake Land College
Lewis University Career Education Programs
Lincoln and Community College
Moraine Valley Community College
North Central College
Saint Xavier University

Southern Illinois University-Carbondale

INDIANA

Bethal College

IOWA

Ellsworth Community College
Graceland College
Iowa Central Community College
Iowa Lakes Community College (2)
Iowa Wesleyan College
Waldorf College

KANSAS

Coffeyville Community College
Colby Community College
Garden City Community College

KENTUCKY

Henderson Community College
Maysville Community College
Murray State University

LOUISIANA

Louisiana State University
Loyola University

MAINE

Husson College South
Maine College of Art

MARYLAND

Anne Arundel Community College
Dundalk Community College
University of Maryland

MASSACHUSETTS

American International College
Anna Maria College
Bentley College
Bristol Community College
Bunker Hill Community College
Our Lady of the Elms College
Suffolk University

MICHIGAN

Bay De Noc Community College
Center Creative Studies
Detroit College of Business-Warren
Ferris State University
Henry Ford Community College
Spring Arbor College
St. Clair Country Community College

MINNESOTA

College of St. Catherine
Fergus Falls Community College

MISSISSIPPI

Copiah-Lincoln Community College
University of Mississippi

MISSOURI

Avila College
Fontbonne College
Jefferson College
Longview Community College
St. Louis Community College-Florissant Valley
St. Louis Community College-Meramec
Stephens College
University of Missouri-St. Louis

MONTANA

Flathead Valley Community College
University of Montana

NEBRASKA

Central Community College
Southeast Community College
University of Nebraska-Omaha

NEW JERSEY

Atlantic Community College
Bloomfield College
Felician College
Raritan Valley Community College
Salem Community College

NEW MEXICO

New Mexico State University-Carlsbad

NEW YORK

Clinton Community College
Houghton College
Hudson Valley Community College
Niagara University
Northwest College
Roberts Wesleyan College
State University of New York-Geneseo
Westchester Community College

NORTH CAROLINA

Alamance Community College
Bladen Community College
Central Piedmont Community College
East Carolina University

Guilford Technical Community College
Martin Community College
Surry Community College
Wake Techical Community College
Wilkes Community College
Winston-Salem Bible College

OHIO

Case Western Reserve University
University of Findlay
Bowling Green State University
Central Ohio Technical College
Heidelberg College
Hiram College
Hocking College
Kent State University
Lima Technical College
Notre Dame College of Ohio
Ohio University Southern Campus
Ohio University-Zanesville
Sinclair Community College
University of Cincinnati
Wright State University-Luke Campus

OKLAHOMA

Oklahoma City University
Oklahoma State University
Redlands Community College

OREGON

Central Oregon Community College
Chemeketa Community College
Linfield College
Oregon State University
University of Oregon
Western Baptist College (Baptist)

PENNSYLVANIA

Allentown College of St. Francis De Sales
Alvernia College
Bucks County Community College
Community College of Allegheny County
Community College of Beaver County
Duquesne Unviversity
Edinboro University of Pennsylvania
Lebanon Valley College
Marywood College
Mercyhurst College
Point Park College
Robert Morris College
West Chester University
Widener University

SOUTH CAROLINA

University of South Carolina

SOUTH DAKOTA

University of South Dakota

TENNESSEE

Cleveland State Community College
Columbia State Community College
University of Memphis

TEXAS

Alvin Community College
Amarillo College
Dallas Baptist University
Dallas Theological Seminary
Del Mar College
Kilgore College
Northeast College
San Jacinto College Central
Our Lady of the Lake University
Sul Ross State University
Texas Wesleyan University
Weatherford College

VIRGINIA

Bluefield College
Northern Virginia Community College
Old Dominion University

WASHINGTON

Central Washington University
Evergreen State College
Northwest Indian College
South Puget Sound Community College
Tacoma Community College
Yakima Valley Community College

WISCONSIN

Marian College of Fond Du Lac
Marquette University
Mount Mary College
University of Wisconsin-Parkside

ADDENDUM

Enrollment

Undergraduate enrollment increased rapidly during the 1970s, but dipped between 1983 and 1985. Since 1985, undergraduate enrollment has shown a modest increase every year except 1993. As shown in Table 196 full-time-equivalent (FTE) enrollment was projected to drop by 84,000 FTE students in 1993. The data also agrees with the projections quoted in Section 4 of this study. The study has attempted to point out to the reader, that as traditional enrollment declines the non-traditional student using different delivery systems will be attracted back to school which at present in some schools is keeping enrollment from declining significantly. Empirical data collected for this study reveals overall traditional enrollment is declining in the United States. The data shown in Figures 14 and 15, which display the enrollments by state from 1989 to 1993 and the enrollments by age from Fall 1970 to Fall of 2000. Again, it is the older non-traditional student that is maintaining or increasing enrollment and is projected to do so into the year 2000. In addition, Table 169 shows that there are more women then men enrolling in post secondary Colleges and Universities in the United States.

Data collected for this study clearly agrees with the above information. However, the data from The Digest of Education Statistics 1995, by the U.S. Department of Education, Office of Educational Research and Improvement includes information through the Fall of 1993. Data collected for this study includes information through the Fall of 1995. The 1995 information reflects continued decline in traditional enrollments at most schools with larger enrollments of women and minority students. Also, increases in non-traditional course sections enrollments and in non-credit vestibule course offerings.

Educational Funding

Figures 18 and 19 display sources of current-fund revenues for public and private institutions of higher education for 1992-93.

As enrollment patterns change and students (customers) needs change funding patterns will be required to change. If the cost of education/training becomes to great, enrollments will continue to decline and the United States work force and/or population will be unable to compete in a global economy.

Educators at all levels should be looking at reducing costs at the same time increasing revenues. Many schools are presently doing this, each in their own way. Hopefully, this document will help movement in that direction. Since, it is everyone's responsibility administrators, faculty, and staff alike to successfully reinvent this 171 billion dollar educational industry.

Table 196.—Full-time-equivalent fall enrollment in institutions of higher education, by control and state: 1980 to 1993

State or other area	Total					Public			Private		
	1980	1985	1990	1992[1]	1993[2]	1990	1992[1]	1993[2]	1990	1992[1]	1993[2]
1	2	3	4	5	6	7	8	9	10	11	12
United States	8,819,013	8,943,433	9,983,436	10,435,759	10,351,817	7,557,982	7,911,701	7,812,394	2,425,454	2,524,058	2,539,423
Alabama	138,910	149,895	174,610	182,528	183,013	154,343	160,748	162,039	20,267	21,780	20,974
Alaska	10,073	14,098	18,496	19,607	19,567	17,087	18,274	18,325	1,409	1,333	1,242
Arizona	127,114	134,954	167,617	175,720	178,348	153,500	158,862	154,951	14,117	16,858	23,397
Arkansas	84,307	83,230	74,449	79,454	80,309	63,472	68,482	69,759	10,977	10,972	10,550
California	1,099,559	1,062,439	1,156,288	1,248,547	1,186,529	979,663	1,060,615	994,607	176,625	187,932	191,922
Colorado	123,589	121,804	159,032	167,832	167,652	138,350	145,887	144,843	20,682	21,945	22,809
Connecticut	112,612	107,803	115,791	113,400	111,465	70,870	69,461	67,888	44,921	43,939	43,577
Delaware	26,284	25,750	31,612	31,982	32,477	26,059	26,910	27,295	5,553	5,072	5,182
District of Columbia	62,126	59,198	61,845	62,861	62,990	7,590	7,405	6,839	54,255	55,456	56,151
Florida	290,647	308,315	383,385	411,442	412,279	302,579	324,910	328,056	80,806	86,532	84,223
Georgia	152,369	161,952	198,549	231,052	237,433	149,115	177,186	181,419	49,434	53,866	56,014
Hawaii	35,859	36,986	41,097	43,505	44,623	32,496	34,389	35,336	8,601	9,116	9,287
Idaho	33,938	32,649	41,275	45,958	47,119	31,408	35,623	36,456	9,867	10,335	10,663
Illinois	432,365	450,504	493,364	506,889	500,739	353,247	363,003	355,295	140,117	143,886	145,444
Indiana	193,445	195,630	222,835	233,272	231,193	168,984	178,406	175,236	53,851	54,866	55,957
Iowa	120,083	128,492	138,565	140,950	140,563	95,772	98,668	97,989	42,793	42,282	42,574
Kansas	101,147	100,807	118,969	123,070	123,397	106,570	109,791	109,915	12,399	13,279	13,482
Kentucky	113,709	110,539	137,651	145,999	145,725	111,858	119,640	118,851	25,793	26,359	26,874
Louisiana	132,780	148,983	154,132	166,680	164,605	129,357	143,624	140,953	24,775	23,056	23,652
Maine	34,471	37,993	42,021	42,250	41,679	29,876	29,220	28,628	12,145	13,030	13,051
Maryland	149,202	148,091	169,972	175,879	175,231	141,950	146,868	145,786	28,022	29,011	29,445
Massachusetts	315,937	321,022	320,299	325,190	321,807	130,962	129,473	127,436	189,337	195,717	194,371
Michigan	366,058	354,690	389,814	385,626	388,039	326,952	320,562	323,992	62,862	65,064	64,047
Minnesota	162,559	170,958	190,608	201,777	197,504	143,424	151,377	147,470	47,184	50,400	50,034
Mississippi	85,621	86,846	103,957	104,626	103,750	92,269	92,993	92,715	11,688	11,633	11,035
Missouri	180,156	178,090	210,104	215,859	216,343	142,953	142,484	141,391	67,151	73,375	74,952
Montana	29,428	29,992	29,905	33,525	33,797	26,835	29,127	29,670	3,070	4,398	4,127
Nebraska	68,505	70,778	80,989	88,126	83,873	65,739	71,875	67,145	15,250	16,251	16,728
Nevada	22,467	23,093	33,814	36,294	35,709	33,392	35,694	35,125	422	600	584
New Hampshire	39,456	41,733	45,762	49,262	49,063	24,948	26,998	27,079	20,814	22,264	21,984
New Jersey	218,838	201,270	221,468	234,572	235,483	174,324	186,062	186,934	47,144	48,510	48,549
New Mexico	43,722	47,169	59,517	67,168	69,106	57,870	63,701	66,326	1,647	3,467	2,780
New York	760,305	763,596	798,696	818,337	822,909	446,379	447,770	451,039	352,317	370,567	371,870
North Carolina	235,266	249,901	269,025	288,536	283,809	208,321	227,277	223,207	60,704	61,259	60,602
North Dakota	30,188	32,456	33,118	35,013	35,207	30,276	31,672	31,849	2,842	3,341	3,358
Ohio	369,342	383,898	420,499	434,240	426,308	317,837	325,788	320,661	102,662	108,452	105,647
Oklahoma	115,701	126,691	128,203	142,449	135,727	108,933	122,381	116,127	19,270	20,068	19,600
Oregon	110,649	102,247	120,176	120,025	118,836	101,424	100,554	99,309	18,752	19,471	19,527
Pennsylvania	404,192	422,349	464,179	480,324	475,632	261,305	272,833	267,077	202,874	207,491	208,555
Rhode Island	50,628	53,016	60,168	60,106	59,215	28,804	29,169	27,532	31,364	30,937	31,683
South Carolina	109,346	109,303	127,225	132,199	131,768	101,918	109,113	108,917	25,307	23,086	22,851
South Dakota	27,873	26,988	28,256	30,615	31,850	22,128	24,848	26,386	6,128	5,767	5,464
Tennessee	161,058	152,967	175,961	187,884	188,253	130,184	142,097	142,263	45,777	45,787	45,990
Texas	527,724	566,736	637,742	663,608	664,476	553,436	573,299	573,213	84,306	90,309	91,263
Utah	78,199	84,095	94,012	106,461	110,574	63,495	73,109	75,504	30,517	33,352	35,070
Vermont	25,572	25,649	29,072	29,634	28,784	16,048	16,176	15,894	13,024	13,458	12,890
Virginia	199,549	204,928	251,708	254,088	250,710	202,285	206,937	204,989	49,423	47,151	45,721
Washington	194,440	171,668	189,521	199,121	204,370	160,889	169,156	172,950	28,632	29,965	31,420
West Virginia	60,394	58,438	68,235	72,133	71,272	59,229	62,697	61,468	9,006	9,436	9,804
Wisconsin	206,790	211,749	229,975	229,686	230,744	192,107	188,863	188,997	37,868	40,823	41,747
Wyoming	14,725	17,037	21,888	22,232	22,040	21,185	21,478	21,340	703	754	700
U.S. Service Schools	49,736	53,968	47,985	38,166	37,923	47,985	38,166	37,923	—	—	—
Outlying areas	117,637	145,530	140,954	145,833	146,491	55,908	56,136	57,952	85,046	89,697	88,539
American Samoa	824	497	952	1,029	1,007	952	1,029	1,007	—	—	—
Federated States of Micronesia	—	—	549	690	743	549	690	743	—	—	—
Guam	2,115	3,049	2,956	3,107	3,820	2,956	3,107	3,820	—	—	—
Marshall Islands	—	—	—	296	374	—	296	374	—	—	—
Northern Marianas	—	183	376	476	653	376	476	653	—	—	—
Palau	—	—	423	382	377	423	382	377	—	—	—
Puerto Rico	113,285	139,627	134,193	138,047	137,601	49,147	48,350	49,062	85,046	89,697	88,539
Trust Territory of the Pacific	195	680	—	—	—	—	—	—	—	—	—
Virgin Islands	1,218	1,494	1,505	1,806	1,916	1,505	1,806	1,916	—	—	—

[1] Revised from previously published data.
[2] Preliminary data.
—Data not reported or not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys. (This table was prepared February 1995.)

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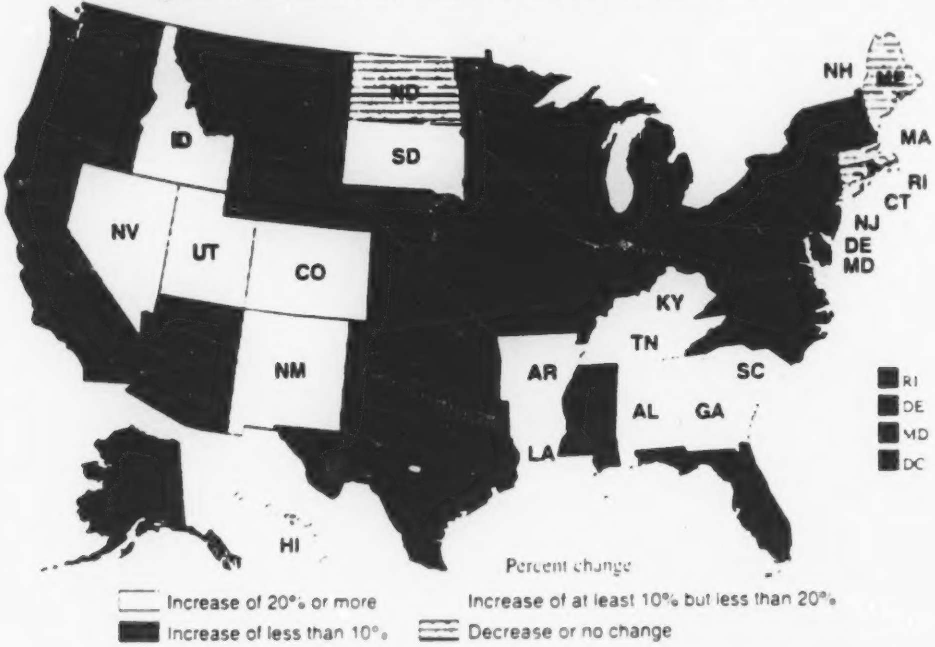
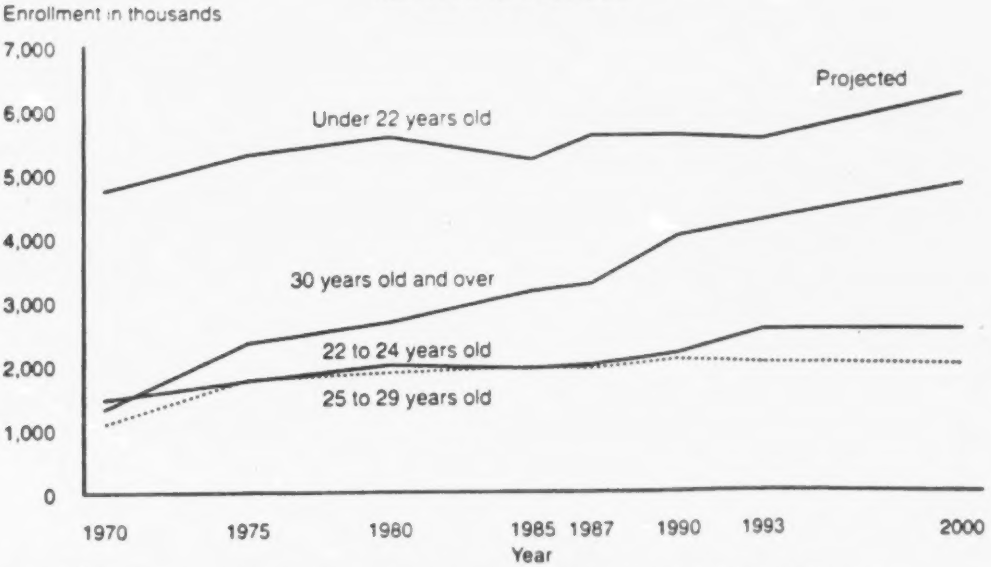
Figure 14.–Percentage change in total enrollment of institutions of higher education, by state: Fall 1989 to fall 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys.

Figure 15.–Enrollment in institutions of higher education, by age: Fall 1970 to fall 2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Institutions of Higher Education" surveys; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys; *Projections of Education Statistics to 2005*; and U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "Social and Economic Characteristics of Students," various years.

Table 169.—Total fall enrollment in institutions of higher education, by attendance status, sex, and age: Fall 1970 to fall 2000

[In thousands]

Sex and age	1970			1975			1980			1985			1987			1990			1993			2000 (projected)		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Men and women, total	8,581	5,815	2,766	11,185	6,841	4,344	12,097	7,098	4,999	12,247	7,075	5,172	12,767	7,231	5,536	13,819	7,821	5,998	14,306	8,128	6,178	15,522	8,624	6,898
14 to 17 years old	259	242	17	278	242	36	247	216	31	235	203	32	237	142	95	167	141	26	175	159	16	246	227	19
18 and 19 years old	2,600	2,406	194	2,786	2,510	276	2,901	2,580	320	2,600	2,322	278	2,847	2,488	359	2,800	2,479	321	2,640	2,330	310	3,123	2,728	396
20 and 21 years old	1,880	1,647	233	2,243	1,854	390	2,423	2,060	364	2,383	1,975	408	2,504	2,024	480	2,819	2,121	498	2,708	2,219	488	2,849	2,304	545
22 to 24 years old	1,457	881	576	1,754	1,008	746	1,989	1,174	815	1,933	1,227	705	1,989	1,223	766	2,166	1,387	779	2,524	1,639	885	2,526	1,597	929
25 to 29 years old	1,074	407	668	1,774	692	1,082	1,871	610	1,261	1,953	695	1,258	1,930	693	1,237	2,063	802	1,261	2,008	755	1,253	1,979	688	1,291
30 to 34 years old	487	100	388	967	279	687	1,243	264	979	1,261	310	951	1,266	293	972	1,360	403	957	1,472	413	1,059	1,445	373	1,072
35 years old and over	823	134	689	1,383	256	1,127	1,422	193	1,229	1,885	345	1,540	1,993	367	1,626	2,644	487	2,157	2,779	613	2,167	3,356	708	2,648
Men, total	5,044	3,505	1,540	6,149	3,926	2,222	5,874	3,689	2,185	5,818	3,608	2,211	5,932	3,611	2,321	6,284	3,808	2,476	6,428	3,891	2,537	6,948	4,150	2,798
14 to 17 years old	130	124	5	126	109	17	99	84	15	121	102	19	114	69	46	82	70	12	83	72	10	126	114	12
18 and 19 years old	1,349	1,265	84	1,397	1,269	128	1,375	1,229	146	1,230	1,108	122	1,363	1,190	173	1,351	1,198	153	1,224	1,086	138	1,467	1,287	180
20 and 21 years old	1,095	990	105	1,245	1,053	192	1,259	1,104	151	1,216	1,027	189	1,258	1,029	229	1,304	1,055	250	1,294	1,084	209	1,347	1,118	229
22 to 24 years old	964	650	314	1,047	686	362	1,064	687	377	1,048	730	318	1,003	669	334	1,107	757	350	1,260	868	392	1,283	883	400
25 to 29 years old	783	327	456	1,122	474	649	993	379	615	991	395	596	964	371	593	976	413	563	950	386	564	945	342	603
30 to 34 years old	308	72	236	557	184	373	576	129	447	574	149	424	541	146	395	564	162	402	661	177	484	664	159	505
35 years old and over	415	75	340	654	152	502	507	77	430	639	97	542	690	138	552	901	154	747	955	216	739	1,118	247	870
Women, total	3,537	2,311	1,225	5,036	2,915	2,120	6,223	3,409	2,814	6,429	3,468	2,961	6,835	3,620	3,214	7,535	4,013	3,521	7,878	4,237	3,641	8,574	4,474	4,100
14 to 17 years old	129	117	12	152	133	19	148	132	17	113	101	12	123	73	50	85	71	13	93	87	6	119	113	7
18 and 19 years old	1,250	1,140	110	1,389	1,241	147	1,526	1,352	174	1,370	1,214	156	1,484	1,298	186	1,450	1,281	168	1,416	1,244	172	1,656	1,439	217
20 and 21 years old	786	657	128	998	800	198	1,165	955	209	1,166	948	218	1,246	995	251	1,315	1,067	248	1,414	1,135	279	1,502	1,186	316
22 to 24 years old	493	231	262	706	322	384	925	487	438	885	497	388	986	554	432	1,059	630	429	1,263	770	493	1,243	713	530
25 to 29 years old	291	80	212	652	218	433	878	232	646	962	299	662	966	323	643	1,087	389	699	1,058	369	689	1,034	347	687
30 to 34 years old	179	28	151	410	95	315	667	135	531	687	161	527	725	147	578	798	242	555	811	236	575	781	214	567
35 years old and over	409	59	349	729	105	625	914	115	799	1,246	248	998	1,303	229	1,074	1,743	333	1,410	1,824	397	1,427	2,239	461	1,778

NOTE.—Distribution by age is based on samples of the civilian noninstitutional population. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Institutions of Higher Education" surveys; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys; *Projections of Education Statistics to 2005*; and U.S. Department of Commerce, Bureau of the Census, Current Population Reports, *Social and Economic Characteristics of Students*, various years. (This table was prepared June 1995.)

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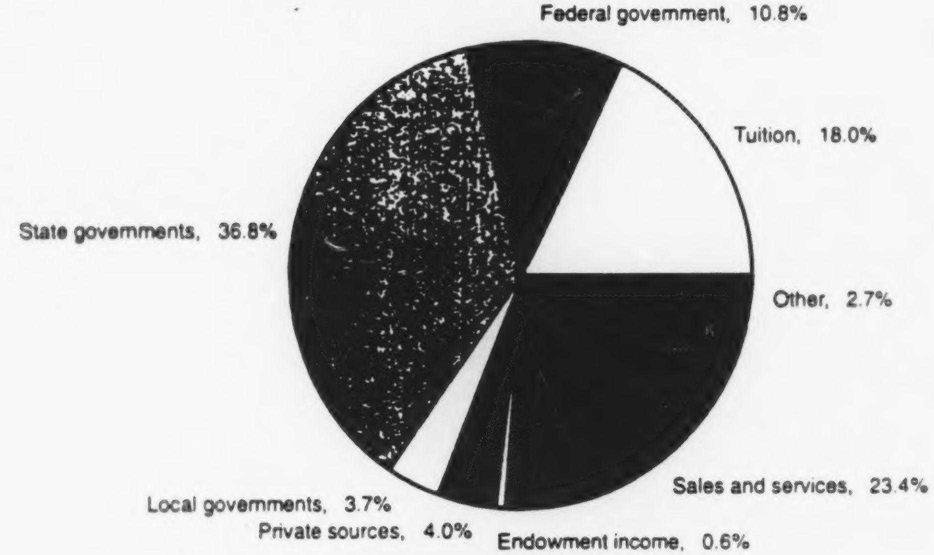
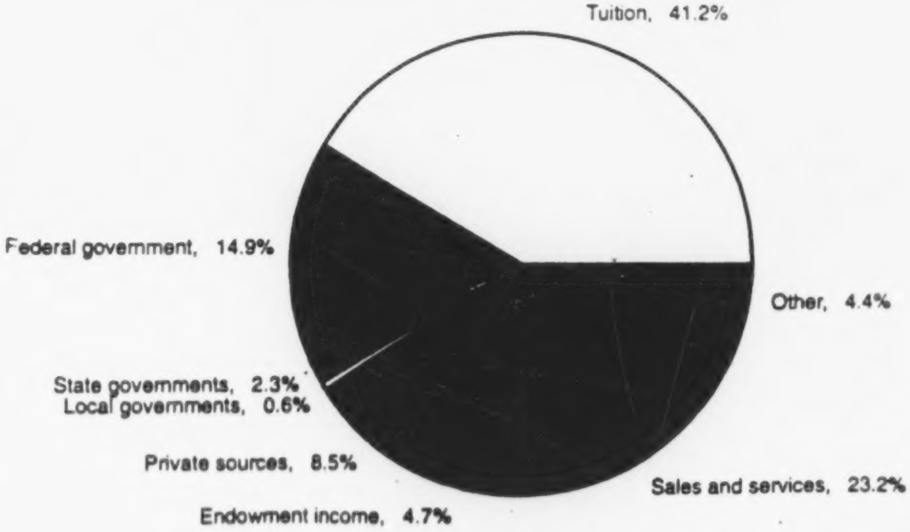
Figure 18.-Sources of current-fund revenue for public institutions of higher education: 1992–93



Total Revenues = $108.2 billion

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Finance, FY93" survey.

Figure 19.-Sources of current-fund revenue for private institutions of higher education: 1992–93



Total Revenues = $62.7 billion

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Finance, FY93" survey.

About the Author

Robert O. Nixon served in the U.S. Army (as enlisted), Army Air Corp, and the United States Air Force respectively, for 31 years, retiring as Permanent Full Colonel in 1973, as Chief of the Mobility Division, the Joint Chiefs of Staff, the Pentagon, Washington D.C.

Master navigator and Commander with 10,580 flying hours, including combat during World War II (1943-44), the Korean Conflict (1951-53), and Vietnam/Taiwan (1967-69).

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